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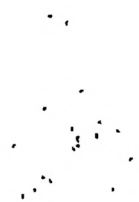
PREFACE.

This report deals very briefly with education and educational statistics in British India for the year 1925-26. It is based upon the reports of Provincial Directors of Public Instruction and has been considerably abbreviated this year. The quinquennial report on Education which will be published during the current year will contain a full and detailed analysis of education in India during the past five years.

I am greatly indebted to Mr. R. M. Statham for the compilation of this report which is almost entirely his own work.

R. LITTLEHAILES,
*Educational Commissioner
with the Government of India.*

SIMLA,
May 1928.



EDUCATION IN INDIA

IN

1925-26.

I. GENERAL.

During the year 1925-26 there was an exceptionally large increase in the number of scholars under instruction. The number of recognised institutions increased by 9,362 and the number of scholars by 690,967, the corresponding increases during the previous year being 9,371 and 513,778 respectively. The number of scholars reading in recognised and unrecognised institutions increased by 700,049 as against an increase of 498,988 in 1924-25. The table below shows the different types of institutions with the scholars in attendance at them.

Institutions and Scholars.

Types of institutions.	Institutions.		Scholars.	
	1926.	1925.	1926.	1925.
Universities	13	13	6,623	6,799
Arts Colleges	215	211	63,688	56,850
Professional Colleges	75	72	17,378	16,882
High Schools	2,034	2,518	761,637	715,594
Middle Schools	8,203	7,535	954,510	832,007
Primary Schools	183,164	175,663	7,799,076	7,315,611
Special Schools	8,806	7,736	289,891	255,996
Unrecognised institutions	34,726	34,630	621,618	612,536
TOTAL	237,836	228,378*	10,614,321	9,614,272*

* Revised Figures.

The number of recognised institutions and the number of scholars increased in all the provinces, but out of a total increase of 9,362 institutions as many as 3,550 were opened in Madras. This province also showed the largest increase in the number of scholars, 156,121, but was closely followed by the Punjab with an increase of 140,250 scholars.

It is satisfactory to note that there was a further rise in the number of scholars reading in Professional Colleges and that the number of scholars reading in Special Schools increased by 33,898.

The number of unrecognised institutions rose slightly, and their strength increased by 9,082, the increase occurring mainly in Bengal, the United Provinces, Bihar and Orissa and in Assam.

The percentage of males under instruction in recognised institutions to the total population was 6.5 as against 6.0 in 1924-25 and the percentage of females under instruction was 1.3 as against 1.2 in the previous year.

The rise of 0.5 per cent. in the percentage for males was the largest increase recorded in any year during the last ten years and though the percentage of 6.5 is still far from satisfactory, it compares very favourably with the figure for ten years ago, which was only 4.7.

Unfortunately the percentage for females has risen extremely slowly. It was 0.9 in 1916 and after ten years it has increased to only 1.3.

Wastage.—As has been pointed out in successive reports, while the numbers reported to be reading at school show satisfactory increases, the duration of school life in the primary classes continues to be distressingly short.

In the last annual report the wastage between class and class for boys' schools as between the years 1923-24 and 1924-25 was stated to be:—

Between Classes I and II	2,433,285
Between Classes II and III	321,246
Between Classes III and IV	238,987
Between Classes IV and V	231,555

The corresponding figures for the wastage between the years 1924-25 and 1925-26 were:—

Between Classes I and II	2,600,327
Between Classes II and III	280,330
Between Classes III and IV	242,411
Between Classes IV and V	230,988

The latter figures show that after one year Class II represents only 34 per cent. of Class I, Class III 73 per cent. of Class II, Class IV 73 per cent. of Class III and Class V 59 per cent. of Class IV.

All the reports from the provinces show that the problem of stagnation in the lower classes is still a pressing one. The Director of Public Instruction in Bihar and Orissa has given figures for one division which show that in the year 1925-26, 9 per cent. of the pupils reading in Class I were promoted after one year's study, 11 per cent. were promoted after more than one year's study in Class I and 8 per cent. were promoted after more than two years' study in Class I. 72 per cent. of the class were not promoted at all.

It is sometimes assumed that if compulsion could be universally adopted wastage would disappear, but, while compulsion will prevent the large withdrawals which take place from each class, it cannot entirely eradicate stagnation. The Punjab and other provinces have been discovering that one cure for the evils of stagnation lies in better schools, with larger and better trained staffs. The necessity of eliminating the single-teacher school of moderate size is being increasingly recognised in the provinces and in the Punjab in 1925-26 there were less than 500 single-teacher schools of any kind.

Expenditure.—The total expenditure on education has increased by the very large figure of Rs. 1,90,90,310 as against an increase of only Rs. 97,11,973 in the previous year. To this increase Bombay contributed Rs. 37½ lakhs, the Punjab 29 lakhs, Burma 27 lakhs, Madras 26 lakhs and Bengal 21 lakhs. A reference to table (IV), Expenditure on Education, will show to what a remarkable extent the provinces vary in the percentages of their expenditure met from Government funds, from Board and from other funds. In the United Provinces expenditure from Government funds represents 57 per cent. of the total expenditure, whereas in Bengal Government funds represent only 38·1 per cent. In the Central Provinces fees meet only 11·2 per cent. of the total expenditure, but in Bengal fees meet as much as 41·2 per cent. In Madras “other sources”—and the amount met from other sources is a measure of the private effort in education—meet 22·5 per cent. of the total expenditure, whereas in Bombay other sources meet only 11·6 per cent. In Bihar and Orissa Board funds meet 28·5 per cent. of the total expenditure, while in Bengal only 5·1 per cent. is met from Board funds.

The average annual cost per scholar to Government varies in the provinces from Rs. 18·8 in Bombay to Rs. 2·13 in Bihar and Orissa. In the vast, sparsely populated, area of Baluchistan the cost to Government is as high as Rs. 45·8. The total cost per scholar varies in the provinces from Rs. 36·4 in Bombay to Rs. 10·9 in Bihar and Orissa, the total cost in Baluchistan being as much as Rs. 84·11 per scholar.

(i) Number of Institutions.

Province.	RECOGNIZED INSTITUTIONS			UNRECOGNIZED INSTITUTIONS			TOTAL INSTITUTIONS		
	1920	1925	Increase (+) or Decrease (-)	1920	1925	Increase (+) or Decrease (-)	1920	1925	Increase (+) or Decrease (-)
Madras	47,077	11,427	+3,550	2,906	3,052	-216	50,783	47,478	+3,304
Bombay	14,466	13,851	+555	1,372	1,505	-133	15,778	15,356	+422
Bengal	50,549	(a) 55,890	+670	1,429	1,293	+146	57,078	(a) 57,173	+805
United Provinces	21,860	(a) 20,903	+1,007	2,902	2,801	+31	21,352	(a) 23,164	+1,008
Punjab	12,529	(a) 10,836	+1,693	4,506	4,376	+10	10,015	(a) 15,212	+1,703
Burma	6,694	(a) 6,376	+315	18,449	18,619	130	25,183	(a) 21,994	+1,685
Nihar and Orissa	31,851	30,507	+1,257	1,407	1,559	+152	33,651	32,100	+1,555
Central Provinces and Berar	6,051	(a) 4,927	+1,124	293	317	-40	5,719	(a) 5,271	+448
Assam	5,191	5,092	+109	705	373	+332	6,570	6,353	+217
North-West Frontier Province	850	607	+19	365	270	+100	1,051	930	+121
Sindh	112	110	+2	6	3	+3	118	113	+5
Peshawar	229	231	-5	91	94	-5	322	322	-10
Inner-Mysore	196	189	+7	113	116	-3	309	305	+4
Kashmir	90	87	+3	235	231	+4	255	239	+16
Madras	102	98	+4	20	20	..	122	119	+3
Minor Administered areas (b)	114	110	+4	30	28	+2	144	138	+6
INDIA	207,110	(a) 197,749	+9,362	31,720	(a) 34,030	+406	237,830	(a) 239,779	+1,949

(a) Revised figures.

(b) Figures for 1925 exclude "Mount Abu".

* Includes figures of Aden also.

(ii) Number of Scholars.

Province.	IN RECOGNIZED INSTITUTIONS.			IN UNRECOGNIZED INSTITUTIONS.			IN ALL INSTITUTIONS.			PERCENTAGE OF TOTAL SCHOLARS TO POPULATION.	
	1926.	1925.	Increase (+) or Decrease (-)	1926.	1925.	Increase (+) or Decrease (-)	1926.	1925.	Increase (+) or Decrease (-)	1926.	1925.
Madras	2,260,390	2,110,209	+ 150,181	50,102	82,915	- 32,813	2,310,552	2,193,181	+ 117,371	5.5	5.2
Bombay	1,039,441	975,081	+ 64,360	37,589	16,199	+ 21,390	1,077,030	1,021,581	+ 55,449	5.6	5.3
Bengal	2,172,177	2,107,127	+ 65,050	10,853	13,815	- 2,962	2,225,012	2,150,912	+ 74,100	1.8	1.6
United Provinces	1,221,429	1,125,183	+ 96,246	72,295	67,292	+ 5,003	1,293,625	1,192,415	+ 101,210	2.9	2.6
Punjab	975,517	835,207	+ 140,310	87,299	81,382	+ 5,917	1,062,910	919,619	+ 143,291	5.1	4.1
Orissa	111,398	364,029	- 252,631	203,710	203,360	- 350	615,108	569,349	+ 45,759	1.7	1.3
Bihar and Orissa	1,011,667	902,023	+ 109,644	12,712	17,261	- 4,549	1,024,379	920,607	+ 103,772	3.2	2.9
Central Provinces and Berar	363,737	350,811	+ 12,926	9,190	11,712	- 2,522	372,923	362,523	+ 10,400	2.7	2.6
Assam	260,259	211,113	+ 49,146	15,730	10,605	+ 5,125	276,653	223,118	+ 53,535	3.6	3.1
North-West Frontier Province	58,410	51,568	+ 6,842	3,103	6,113	- 3,010	64,513	57,681	+ 6,832	2.9	2.7
Coorg	8,811	8,337	+ 474	127	70	+ 57	8,938	8,407	+ 531	5.5	5.1
Dalh	21,000	20,175	+ 825	1,662	6,310	- 4,648	22,662	26,485	- 3,823	5.1	5.4
Alwar-Merwara	12,026	11,162	+ 864	1,790	4,737	- 2,947	13,816	16,222	- 2,406	3.1	3.2
Delhi	5,153	5,207	- 54	3,215	3,211	+ 4	8,364	8,418	- 54	2.1	1.8
Bombay	12,850	12,355	+ 495	760	712	+ 48	13,610	13,067	+ 543	11.5	11.0
Bombay	16,122	15,225	+ 897	1,711	1,601	+ 110	17,833	16,826	+ 1,007	7.6	7.2
Minor Administered Areas											
India	9,992,703	9,201,726	+ 790,977	621,618	612,576	+ 9,042	10,614,321	9,814,272	+ 800,049	4.3	4.0

(a) Revised Figures.
* Includes figures of Aden also.

(iii) *Distribution of Scholars in Recognized Institutions.*

Province.	NUMBER OF SCHOLARS IN INSTITUTIONS FOR MALES, 1926.							NUMBER OF SCHOLARS IN INSTITUTIONS FOR FEMALES, 1926.						
	Arts Colleges (a)	Professional Colleges.	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	Total.	Arts Colleges.	Professional Colleges.	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	Total.
Madras	11,160	1,919	134,965	26,383	1,876,114	10,772	2,070,333	309	45	11,473	5,700	214,846	3,583	236,037
Bombay*	7,429	2,405	67,030	19,285	791,279	18,454	901,017	..	..	8,872	3,084	123,293	2,323	137,621
Bengal	21,737	6,453	212,850	142,204	1,732,671	96,090	1,855,211	284	41	8,583	8,807	317,081	1,177	336,600
United Provinces . .	9,006	7,244	56,258	63,758	998,632	13,037	1,146,023	111	(b)	3,338	18,077	32,988	370	75,395
Punjab	7,400	1,729	111,146	311,218	377,315	91,386	900,214	84	32	3,516	14,755	55,993	923	76,303
Burma	1,063	234	38,589	125,384	172,224	11,020	351,514	..	..	..	17,456	35,023	606	59,884
Bihar and Orissa . .	7,211	887	35,108	51,062	861,172	13,507	937,607	8	..	743	3,181	60,222	906	74,000
Central Provinces and Berar.	1,787	380	4,637	76,520	237,904	2,180	343,004	..	..	181	4,927	20,008	607	25,789
Assam	1,144	80	14,382	23,238	194,799	4,355	247,208	..	..	1,049	3,071	12,887	41	17,048
North-West Frontier Province.	401	10	6,259	13,946	23,417	30	52,072	..	..	..	2,170	4,116	22	6,344
Cooch . . . .	..	..	871	..	7,118	10	7,909	..	..	174	..	608	..	842
Delhi	1,068	(c) 139	3,731	5,043	7,801	781	13,503	14	61	565	1,200	1,432	32	3,343
Almor-Merwar* . .	131	..	2,408	905	6,680	146	10,280	..	..	170	902	660	16	1,760
Pakistan . . . .	..	..	1,550	1,025	1,062	0	4,543	..	..	..	743	166	..	608
Bangalore	115	..	1,072	1,073	4,725	98	7,983	310	..	868	1,006	2,570	80	4,873
Minor Administered Areas.	801	..	3,548	1,793	5,833	599	12,124	..	..	392	900	2,605	281	4,023
INDIA	98,638	17,639	714,655	868,437	6,861,780	278,544	8,892,509	1,231	181	46,982	86,073	914,290	11,347	1,060,104

* Includes figures of Aden.

(a) Includes Scholars residing in Universities.

(b) Training Department of Jaballa Thoburn College, Lucknow.

(c) Represents students studying in Law classes attached to the University.

(iv) Expenditure on Education 1925-26.

Province.	TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM						AVERAGE ANNUAL COST PER SCHOLAR IN				
	1924.	1925.	Increase (+) or Decrease (-)	Govern- ment Funds	Board Funds (a)	Tees	Other sources.	Govern- ment Funds.	Board Funds.	Fees.	Other sources.	Total cost.	Rs. A. P.	Rs. A. P.
	Rs.	Rs.	Rs.											
Madras	4,18,20,051	3,90,38,652	+25,81,399	45.1	11.0	20.8	22.5	8 4 1	2 2 1	3 12 3	4 2 1	18 5 0		
Bombay*	3,77,39,723	3,39,65,763	+37,53,970	51.1	20.8	10.5	11.6	18 8 10	7 8 10	5 15 10	4 3 5	36 4 11		
Bengal	3,76,94,200	3,56,45,939	+20,48,261	38.1	5.1	41.2	15.6	0 7 2	0 13 10	0 16 10	2 10 4	16 15 6		
United Provinces	3,13,53,680	3,03,65,590	+9,68,294	57.0	13.4	13.8	15.8	14 10 0	3 7 1	3 8 7	4 1 0	25 10 8		
Punjab	2,56,22,014	2,27,30,575	+28,91,439	51.0	12.0	20.3	14.9	13 10 4	3 6 3	5 5 4	3 14 4	26 4 3		
Burma	1,75,41,598	1,45,51,053	+29,90,545	48.0	14.4	10.0	18.0	13 7 4	4 6 7	5 5 0	5 3 7	23 0 6		
Bihar and Orissa	1,53,81,915	1,33,99,000	+19,82,915	37.6	28.5	19.2	14.7	2 13 8	3 7 11	2 8 7	1 10 7	10 8 11		
Central Provinces and Be- nar.	1,02,72,764	90,40,444	+12,32,320	56.8	22.9	11.2	9.1	10 4 10	4 5 8	2 6 4	1 6 5	19 7 3		
Assam	40,53,568	39,16,444	+2,37,124	57.0	12.4	16.7	12.8	0 0 1	1 14 5	2 9 7	1 11 5	16 0 9		
North-West Frontier Province.	18,59,509	17,50,116	+89,453	62.9	13.8	10.2	13.1	21 8 7	4 11 5	3 8 3	4 7 0	31 4 0		
Coorg	2,21,300	1,82,093	+39,211	56.1	20.2	20.1	3.5	13 13 3	4 15 9	4 16 4	0 13 11	21 19 3		
Delhi	16,76,140	17,22,036	-46,096	42.3	11.5	15.7	30.5	27 11 2	9 5 4	12 2 1	11 1 1	60 3 8		
Almor-Merara	6,10,120	5,61,379	+48,741	41.3	6.0	22.3	26.3	22 7 8	3 7 8	11 5 1	13 7 4	50 11 0		
Baluchistan	4,02,973	4,04,915	-1,642	53.6	12.5	16.1	17.9	45 8 6	10 6 10	13 10 5	15 1 7	84 11 4		
Bangalore	7,89,816	7,93,121	-3,305	39.1	4.0	32.3	21.0	23 15 7	2 6 11	10 13 1	15 2 2	61 5 9		
Minor Administered Areas.	12,14,185	6,28,391	+5,85,541	19.7	14.4	25.0	41.0	14 8 6	4 6 0	17 1 11	31 9 7	70 10 0		
INDIA	22,77,92,332	20,87,02,222	+1,90,90,310	47.9	14.3	21.6	16.3	10 5 8	3 1 8	4 11 0	3 8 4	21 10 8		

(a) Board Funds includes Municipal Funds.
* Includes figures of Adm.

Legislation.—In August 1925 a bill to establish an Andhra University was introduced in the Madras Legislative Council and was passed into law in the following January. The Act, which provides for the location of the headquarters of the University at Bezawada and for the concentration of Honours Colleges at Vizagapatam, Rajahmundry and Anantapur, came into force in the districts in which Telugu is the language mainly or largely spoken, namely—Ganjam, Vizagapatam, West Godavari, East Godavari, Kistna, Guntur, Nellore, Bellary, Anantapur, Cuddapah, Kurnool and Chittoor in April 1926.

In the budget session of 1926 the Madras Council also discussed the necessity for the establishment of a Tamil University and the Hon'ble the Minister for Education promised to consider the proposal for the appointment of a special committee of investigation.

During the year the Agra University Act was introduced in the United Provinces Legislative Council, but was not passed into law until August 1926. The Act removes the external side from the Allahabad University and establishes an affiliating University at Agra.

The United Provinces District Boards Primary Education Act, which has extended the facilities for introducing compulsion, granted by the Primary Education Act of 1919 to Municipalities, to District Boards, was also passed during the year and the Government of the United Provinces placed an officer on special duty to formulate plans to give effect to the new law.

In the Punjab an Act called the Punjab Primary Education (Enforcement Act) was passed in January 1926. The Act legalised the application of the provisions of Part II of the Punjab Primary Education Act of 1919 to certain local areas in the Punjab.

In Assam the Primary Education Bill passed through the Committee stage of the local Legislative Council. The Bill provides for the gradual introduction of compulsion in approved local areas, local bodies paying one-third and the Government two-thirds of the cost.

II. CONTROL.

Inspection.—Consequent on the rapid expansion of elementary education and the opening of a large number of new elementary schools proposals were under consideration in Madras for the strengthening of the subordinate inspecting agency by the creation of a new class of officers called Junior Deputy Inspectors.

In Burma it has been decided to abolish the cadre of Sub-Inspectors, replacing all Sub-Inspectors by Deputy-Inspectors and in Bihar and Orissa the scheme for the appointment of Deputy Inspectors was completed during the year under review.

The Indian Educational Service.—The end of the Indian Educational Service is within sight and in 1925-26 out of a total of 377 sanctioned posts in the Men's branch of this Service only 281 were

filled permanently or held by officiating officers. With the stopping of further recruitment to the Service in 1924 the process of Indianisation of the Indian Educational Service automatically came to an end, but, even as it was, as many as 131 posts were held by Indians in 1925-26. In Madras 52 per cent. of the posts in the Men's Branch of the Indian Educational Service were held by Indians; in Bombay 71 per cent. and in Bengal 51 per cent. The I.E.S. will be replaced by provincial educational services in the near future.

III. UNIVERSITY EDUCATION.

There were 6,623 students in the teaching departments of the thirteen Universities as against 6,769 students in 1925. The number of Arts and Professional Colleges rose from 283 to 290 and the number of students reading in them from 75,732 to 80,966. The total expenditure on University and Collegiate education increased from Rs. 2,60,97,235 to Rs. 2,85,22,117. No new University was opened during the year, but an Act to constitute and incorporate a University for the Telugu Districts of the Madras Presidency was passed by the Madras Legislative Council in January 1926. The new University will be called the Andhra University. It will be an affiliating University and the Act provides for the concentration of Honours teaching at three specified centres, the ultimate use of the Vernaculars as the media of instruction and examination and for the establishment and maintenance of a Publication Bureau, an Employment Bureau, Students Unions and University Extension Boards. The Bombay University Reforms Committee, which was appointed in May 1924 submitted its report in May 1925 and the Senate made the following recommendations thereon to the Government of Bombay:—

- (1) The elaboration of University administrative machinery.
- (2) The reform of the Senate.
- (3) The expansion of University post-graduate instruction and research.
- (4) The establishment of a College of Technology.
- (5) The establishment of a University Provident Fund.
- (6) The organisation of the physical and military training of students.
- (7) The provision of a recurring grant from Government to the University.

The recommendations of the Senate are under the consideration of the Bombay Government.

The finances of the Post-Graduate Department of the Calcutta University were placed on a more stable basis by a recurring grant of Rs. 3 lakhs. voted by the Bengal Legislative Council in August 1925. The financial position of the Dacca University was much improved by the passing of the Dacca University Amendment Act

in August 1925, the Act guaranteeing to the University a statutory annual grant of Rs. 5½ lakhs. The hostel for women students at the Benares University was completed during the year. It provides accommodation for 100 students, but only five women were in residence. The financial position of the Benares University has, unfortunately, remained unsatisfactory. The Rangoon University added six new professorships to its staff to provide for the new medical course, raising the total number of professorships to twenty-one. An Act (Burma Act No. VII of 1925) was passed by the Burma Legislature to provide for the constitution and powers of a Board of Trustees for the erection of the buildings of the University. The Patna University opened a Medical Faculty and admitted to its privileges up to the M.B., B.S. standard the Prince of Wales' Medical College at Patna. The Wheeler Senate Hall, the construction of which cost Rs. 1½ lakhs, was opened in March 1926. The construction of the Nagpur University offices and Law College buildings was almost completed and the construction of a University Library building was begun. An Agriculture Faculty was instituted and the Agricultural College was affiliated to the University. The scheme for founding a University in Rajputana was abandoned owing to the lack of support from the Indian States. *On the other hand the proposal to establish a University at Agra, to which the Colleges in Rajputana will be affiliated, took definite shape and the Agra University Bill was introduced in the United Provinces Legislative Council soon after the close of the year under review.*

Statistics of Universities in India.

11

University.	Type.	Date of Foundation.	Faculties	ANNUAL STATISTICS.				REMARKS.
				Year	Number of Teaching Staff	Number of Students.	Number of Students who graduated in Arts and Science.	
1. J. Valentin	• •	1857 and 1901	A., Sc., L., Eng., V.	1925-26	1,008	31,400	2,702	Faculty of Arts includes Commerce.
2. Bombay	• •	1857	A., Sc., L., M.	1925-26	634	11,326	1,010	Faculty of Arts includes Commerce and Teaching. Faculty of Science includes Agriculture and Engineering.
3. Madras	• •	1857 and 1923	A., Sc., Ed., Ag., L., Eng., M., Com.	1925-26	1,138	17,127	2,202	
4. Punjab	• •	1882 and 1919	A., Sc., O., Ag., Com., L., M.	1925-26	605	12,105	740	The statistics of students are for 1926-27.
5. Allahabad	• •	1897 and 1921	A., Sc., Com., L.	1925-26	301	2,805	807	The statistics of students are for 1926-27.
6. Benares Hindu	• •	1916	A., Sc., O., L., Th.	1925-26	151	2,047	221	Twenty-three graduates in theology and oriental learning and 15 graduates in Engineering (B. Sc.) are excluded.
7. Mysore	• •	1916	A., Sc., Eng. and Tech., M.	1925-26	135	1,023	228	
8. Patna	• •	1917	A., Sc., Ed., L., Eng., M.	1925-26	292	4,644	333	
9. Damanpur	• •	1918	A., L., Th.	1925-26	78	753	70	Faculty of Arts includes Commerce.

*Since the close of the year under review, the affiliating side of the University has been transferred to the newly constituted Jyoti University.

† Outside British India and incorporated by law in an Indian State.

Indian students in the United Kingdom.—The number of Indian students studying in the United Kingdom in 1926 was approximately 1,500. The following table shows the number of Indians at the principal educational centres in 1925 and 1926.

	1925.	1926.
Inns of Court	593	390
Oxford	86	68
Cambridge	117	116
London	360	361
Edinburgh	224	187

The remaining students in 1926 were studying at Provincial Universities or in technological institutes and of these 16 were at Birmingham, 25 at Bristol, 25 at Leeds, 22 at Liverpool, 53 at Manchester, 28 at Sheffield, 12 at St. Andrews, 80 at Glasgow, 20 at Belfast, 5 at Aberdeen, 5 at Nottingham and 2 at Durham.

It is not possible to state the actual number of students studying in the various faculties but it is noteworthy that nearly 200 students were preparing for degrees or diplomas in Engineering and Technology and over 100 were studying for medicine. One hundred and forty-seven of the students, including 21 women, were Government scholars. The following table shows the number of students holding Government of India, Provincial and Indian State Scholarships:—

Government of India	17
Madras	1
Bombay	1
Bengal	1
United Provinces	1
Punjab	1
Burma	1
Bihar and Orissa	1
Central Provinces	1
Assam	1
Mysore	1
Bahnawalpur	1
Lunawada	1
Sussex Trust	1

Over one hundred of these scholarships were awarded for professional and technical study.

The report on the work of the Education Department of the High Commissioner's office for the year 1925-26 comments on the increased attention that is being paid to scientific study and states that "it is interesting to note that an increasing number of students is coming to this country for further study in pure or applied science, including many who have taken good honours degrees at their Indian Universities and now seek specialised training of some kind. In view of the need in India of men who have had a thorough scientific training and can thus return to their own country adequately equipped to assist in the development of its natural resources, this is a tendency which deserves every encouragement".

The Inter-University Board.—The, second annual meeting of the Board was held at Delhi in February 1926. It was attended by representatives from the Bombay, Madras, Punjab, Benares, Aligarh, Mysore, Nagpur, Delhi, Patna and Osmania Universities and by the Educational Commissioner with the Government of India.

The Board considered, amongst other matters, the grades and salaries of University Teachers; the recognition of the degrees of Indian Universities by the Universities of Oxford and Cambridge; statutory grants to Universities; military training for University students; adult education and tutorial classes; the encouragement of scientific research and the relation of the intermediate stage of education to University work.

Nawab Hyder Nawaz Jung Bahadur of the Osmania University was elected chairman and Mr. N. S. Subbu Rao, member of the Board for the Mysore University, was elected Secretary for the ensuing year.

Indian Institute of Science, Bangalore.—One hundred and twenty students were in attendance during the last session; three of these were sent by private firms and forty-three held Institute scholarships. The following local Governments and Indian States maintained scholars at the Institute: Madras, Bombay, Bengal, Central Provinces, Bihar and Orissa, Mysore, Gwalior, Bhavnagar and Rajpipla.

By a notification of the Government of India dated the 12th February 1926 the constitution for the administration and management of the properties and funds of the institution was revised. Under the new constitution provision has been made for representation on the council of four nominees of Indian universities; two nominees of the Government of India, two nominees of the Government of His Highness the Maharajah of Mysore and one nominee of the Indian Legislative Assembly.

Results of the Degree Examinations.

Province.	University.	PERCENTAGE OF PASSES.			
		H. A. (Pass)		H. Sc. (Pass)	
		1924	1925	1924	1925
Madras	1 Madras	(a)	(a)	50	
	2 Andhra*				
Bombay	3. Bombay	40.18	36.29	61.04	51.11
	4 Calcutta	66.1	51.2	69.2	51.8
Bengal	5 Dacca	55.8	50.4	37.2	37.2
	6 Allahabad	51	60	75	65
United Provinces	7 Benares Hindu	54.0	77.70	61.3	54
	8 Aligarh Muslim	77	80.0	0	84.5
	9 Lucknow	81.7	75.28	70.49	73.91
Punjab	10 Punjab	51.7	41.5	45.5	49
Durma	11 Rangoon	51.80	48.25	48.78	38.23
Bihar and Orissa	12 Patna	51.02	57.53	34.09	44.93
Central Provinces and Berar	13 Nagpur	42	01	70	08
Delhi	14 Delhi	52.0	66		57.14
Mysore State	15 Mysore	(a)	(a)	(a)	(a)
Hyderabad State (Deccan)	16 Osmania	64.44	55.66		
Total		77.24	71.00	66.13	55.32

(a) Figures are not available

* No examination was conducted by the University which started functioning during the year

IV. SECONDARY EDUCATION.

Secondary Schools.—The number of secondary schools increased from 10,053 to 10,837 and the number of scholars reading in them from 1,547,601 to 1,716,147. The total expenditure rose from Rs. 5,89,17,635 to Rs. 6,31,10,572.

The largest increase in the number of scholars occurred in the Punjab, in which province there was an increase of as many as 84,532 boys reading in secondary schools. But this large increase was mainly due to the conversion of 525 primary schools into lower middle schools, which are classified statistically as secondary.

The Director of Public Instruction, Madras, has complained of a tendency in the Madras Presidency to open or to endeavour to open new schools or new forms before adequate accommodation has been provided and has pertinently observed that "a policy of expansion which neglects existing institutions and does not provide proper facilities for work in new institutions is unsound and more harm than good is likely to be done by such indiscriminate efforts

for advancement". He has reported also that the equipment and accommodation of a large number of secondary schools, especially local body schools, are unsatisfactory and that many schools are still without proper play grounds and satisfactory sanitary arrangement. During the year the Government of Madras appointed a special officer to conduct a survey of secondary education and to prepare a programme of expansion; they also constituted a committee to consider the general question of the reorganisation of secondary education.

Bombay reports that surprise tests in various subjects, without previous intimation of the time or subject, have taken the place of weekly examinations in set subjects in some of the Government secondary schools and have shown beneficial results. In July 1923, a new School Leaving Certificate Examination Board, elected by the University of Bombay in accordance with the Regulations approved by the local Government, came into existence in the place of the old Joint Examination Board.

The Government of Bengal sanctioned a grant of Rs. 3 lakhs from provincial revenues for distribution in the shape of new and increased grants-in-aid to secondary schools on condition that fee rates and the salaries of teachers were increased and provident funds, where possible, instituted. It is reported that this has had the effect of increasing the fee-receipts in aided schools by about Rs. 3½ lakhs.

The Director of Public Instruction, Punjab, has discussed the problem of communal institutions in the Punjab. He writes as follows:—

"This state of affairs is most dispiriting and reveals the unhealthy atmosphere in which a large proportion of the rising generation is receiving its training. Much has been said and written in recent years on the subject of communal tension, but it is peculiar that the problem of communal schools has not been subjected to a closer scrutiny. Conditions in the Punjab being what they are, it is at least open to question whether it is advisable for boys to be trained in a narrowly communal environment from the cradle to early manhood."

The remedies suggested by him are a closer scrutiny of applications for recognition and grant-in-aid in the case of those schools where the main motive appears to be that of competition; and greater encouragement to public authorities to institute schools which will appeal to all communities. Another serious evil which is discussed in the Punjab report is the insecurity of teachers in communal schools. Some action has already been taken in order to lessen the evil, by making it a condition of recognition and admission to the grant-in-aid list that the standard provident fund rules should be accepted. Other remedies discussed are the introduction of incremental scales of pay for all posts and the giving of some right of

appeal to teachers who are dismissed without due notice or without sufficient reason.

In Burma the general condition of the schools under the Council of National Education is reported to be still far from satisfactory. An Inspector of Schools was deputed at the end of the year to inspect these schools and to make recommendations.

The rules for recurring grants to high schools were revised in Bihar and Orissa, a lump sum for the teachers' pay being substituted for detailed rates and an increase of about 12½ per cent. being allowed at the same time.

The grant to a high school will in future be an amount equal to the standard cost *minus* the fee income, subject to a maximum of half of the standard cost and a minimum of Rs. 75 a month.

The year under the review was the third year of the existence of the High School Education Board in the Central Provinces. The Board is reported "to have set before itself and steadily maintained a high standard of education". Thirteen hundred and thirty-five candidates appeared for the High School Certificate Examination, of whom 428 passed.

Both in the North-West Frontier Province and in Baluchistan secondary education for boys is reported to be becoming increasingly popular and admissions have had to be restricted owing to lack of accommodation.

Methods.—The Direct Method of teaching English is followed in all Government Schools in the Bombay Presidency and is reported to be producing good results. The Director of Public Instruction, Bengal, states that "one of the most depressing features of secondary education in Bengal is the deadly monotony of the methods of teaching and learning." The Dalton experiment and schemes resembling the Dalton plan are, however, in operation in a number of schools and the American Baptist Mission at Bhimpore has organised a "project method of study" which aims at supplementing book learning by village industrial arts. Assam has continued to experiment with the Dalton plan in three Government High Schools and the new methods are reported to have met with considerable success.

Medium of Instruction.—In Bombay candidates have been granted the option of answering the question papers in History and Classical language at the School Leaving Certificate Examination in the vernacular. Candidates have also been allowed to offer a vernacular as an alternative to a classical language. A direct result of this change was that 2,000 less candidates took Sanskrit at the School Leaving Certificate Examination. The Director of Public Instruction in the United Provinces states that no Inspector of Schools has reported favourably on the use of the vernacular in the two highest classes and he considers that the change in the medium of instruction has been made too rapidly. The Director of Public Instruction, Bihar and Orissa, considers it too early to

report on the experiment of instruction through the medium of vernaculars which was introduced in the previous year.

Manual and Vocational Instruction.—Further steps for the introduction of manual instruction and vocational training in secondary schools have been taken in almost all the provinces. Many high and middle English schools in Bengal have opened new or additional manual training classes, including classes in iron-smith's work, carpentry, weaving, dyeing and gardening. A scheme is also under consideration for opening a central training establishment in connection with the Ahsanullah School of Engineering at Dacca. Agricultural classes have been opened in connection with seven District Board middle schools in the United Provinces and agriculture has been made a compulsory subject in these schools. The Government of the United Provinces have also sanctioned the introduction of manual training as a compulsory subject in 15 District Board vernacular middle schools, the cost being met from Government funds. It is reported from the Punjab that the success which has attended the experiment of attaching farms and gardens to vernacular middle schools has strengthened the contention that vocational training should be associated with general training and should not be given in separate schools. Agricultural education has not, however, been so successful in the High Schools in the Punjab and lack of progress has been attributed to the low standard of work required for the Matriculation and School Leaving Certificate Examinations.

In the Central Provinces six new manual training centres have been opened, bringing the total number of such centres up to seventeen. Each centre is open to the boys of all the secondary schools in the locality.

In the North-West Frontier Province there are very few manual training classes, but the Director of Public Instruction reports that the experiment of opening carpentry and tailoring classes in one Islamia Middle School is being watched with interest.

Physical Education.—In Madras increased attention has been paid to physical education and the Assistant Physical Director inspected 192 schools in the course of the year and held special training classes in four centres. In Bombay the newly appointed Director of Physical Education has drawn up a course of physical exercises for all secondary schools and special training classes for teachers from Government and non-Government schools were held in the city of Bombay.

In the United Provinces a special committee was appointed by Government to examine the question of physical training in schools. The Committee submitted its report in March 1926 and it is under the consideration of Government. In Burma the Director of Physical Training has endeavoured to establish schools' athletic associations throughout the province and 5 such new associations were started during the year. In the Central Provinces there is no

Director of Physical Training and the Director of Public Instruction states that "some years ago the Department formulated a scheme for the organisation of physical training in secondary schools, and the pivot of the scheme was the appointment of a Director of Physical Education. The scheme was rejected on the score of expense. It is worth spending money on a scheme which will ensure a proper physical training for the pupils of secondary schools".

V. PRIMARY EDUCATION (BOYS).

The number of primary schools for boys in India increased from 150,957 to 157,350 and their strength from 6,457,591 to 6,884,786. The largest increases in enrolment occurred in Madras, the United Provinces and in Bihar and Orissa. In Madras the number of schools increased by 3,287 and their strength by 138,959. In the United Provinces the number of schools increased by 870 and their strength by 76,750 and in Bihar and Orissa the number of schools increased by 1,129 and their strength by 63,703.

Compulsory Education.—The following table shows the number of municipal and rural areas in each province in which compulsion has been introduced:—

	Municipalities.	Rural Areas.
Madras	20	2
Bombay	7	..
Bengal . . . . .	..	..
United Provinces	23	..
Punjab	42	431
Burma . . . . .	..	..
Bihar and Orissa	1	3
Central Provinces	3	21
Assam . . . . .	..	..
Delhi	1	..
TOTAL	97	477

There has been a satisfactory increase of 32 municipal areas and 175 rural areas in which compulsion has been newly introduced during the year 1925-26, but there has been no move forward in Bengal and Assam and no legislation to enforce compulsion has as yet been introduced in Burma.

The Punjab has made rapid progress in the introduction of compulsion, especially in rural areas. The Director of Public Instruction continues to rely on what he has termed "voluntary compulsion" and he has summarised his convictions in the last Punjab Educational report as follows:—"Though it may appear to be a paradox, compulsion in India can only succeed if it is voluntary. The initiative should come from within and should not be superimposed from above by some distant and uncongenial authority. In the Punjab, it is the villagers themselves who apply for compulsion, and not the local authority which enforces compulsion on an unwilling people".

In Madras, although only 5 more municipalities and 2 rural areas introduced compulsion during the year under review, sanction was accorded to the levy of an education cess in as many as 18 taluk board areas and 6 municipal areas and by the end of the year 25 municipalities and 95 taluq boards were levying the cess—a necessary, if not universally recognised, preliminary which affords the means of obtaining the funds required for the introduction of compulsion. *Festina lente* is a sound principle in compulsory education as in other activities of life.

Bengal, which has hitherto sanctioned no scheme of compulsion under the Bengal Primary Education Act of 1919, has a new Primary Education Bill under consideration. The draft Bill "takes as the obvious basic necessity the raising of additional revenue by local taxation".

In the United Provinces 5 new municipalities introduced compulsion during the year and, though the progress made has shown great variation as between board and board, it is reported that the progress made in the municipalities which had already introduced compulsion has generally been good.

The Director of Public Instruction in Burma does not appear to be hopeful about the introduction of compulsion in Burma and states that "It does not appear that in those provinces, where Acts are in force, elementary education prospered more than elsewhere and perhaps we are fortunate to have escaped an Act". The problem is complicated in Burma by the existence of some 17,000 private Monastic Schools which cannot be ignored in any scheme of compulsory education.

Primary School Buildings.—The reports from most provinces regarding the housing of primary schools are disappointing. The Director of Public Instruction in the United Provinces reports that large numbers of primary schools are without houses of any kind, 327 schools being held under trees in the Benares division alone. The majority of the schools, which have houses, are held in unsuitable rented buildings which are not even kept in a reasonable state of repair. In the Central Provinces also the majority of the school buildings are reported to be unsuitable and in bad repair. During the current year, however, the Government of the Central Provinces

have made a budget provision of Rs. 9 lakhs for building grants to local bodies.

In Bihar and Orissa, during the year under review, the Government offered grants to all District Boards for the erection of 10 new primary school buildings in each district Board area and the offer was accepted by all the Boards except one.

In the Punjab a considerable advance has been made and the Government allotted as much as Rs. 19 lakhs for the construction of vernacular school buildings, out of which 335 new primary school buildings were erected.

Adult Education.—It is difficult to give accurate details for the number and strength of schools for adults in the provinces since in many provinces no distinction is made in classification between schools which really provide for the education of illiterate adults and schools, especially night and part time schools, which are attended most largely by ordinary primary school children who are unable to attend day schools. In the following table the figures for Bombay, the Punjab, Burma and for the Central Provinces represent schools which educate adults only. The figures for the other provinces include schools which admit children as well as adults.

Province.	1926	
	Number of Institutions.	Number of Pupils.
Madras	5,287	136,626
Bombay	191	7,730
Bengal	1,445	27,773
Punjab	3,208	85,422
Burma	19	1,065
Bihar and Orissa	1,036	22,701
Central Provinces	41	1,067
TOTAL	11,227	282,384

As will be seen from the above figures the Punjab is leading the way in the provision of schools for illiterate adults. And the activities of the Rural Community Board and the District Community Councils in the matter of providing village libraries, lantern slides, lecture notes and pamphlets have greatly stimulated the movement for mass education. By the end of the year under review vernacular libraries, open to adults, had been started in 1,531 vernacular middle schools in the Punjab.

In the Central Provinces the majority of the schools are managed by the Depressed Class Mission Society and by the Young Men's Christian Association and in Bombay a number of schools are managed by the Central Co-operative Institute and by the Adult Educational Association.

There is one school for adult women in Rangoon and one for adult women in the Central Provinces.

VI. FEMALE EDUCATION.

The number of recognised institutions for girls rose by 1,135 to 27,110 and their strength increased by 65,510 to 1,060,104.

These figures do not however represent the total number of girls under instruction. Of the total of 1,060,104 pupils in girls' schools 47,891 were boys, while 612,346 girls were reading in boys' schools. The total number of girls reading in recognised institution was, therefore, 1,024,559, representing an increase of 127,049 over the total for 1925. This increase was made up of 66,195 girls reading in schools for girls and 60,854 girls reading in schools for boys. The increase of 127,049 in the number of girls compares very unfavourably with the increase of 579,243 in the number of boys reading in recognised institutions, but it is satisfactory to note that the increase in the number of girl scholars between 1925 and 1926 was 54,286 higher than the corresponding increase between 1924 and 1925 and that, while between 1924 and 1925 the increase in the number of boys was six times the increase in the number of girls, the increase in the number of boys between 1925 and 1926 was only four times the increase in the number of girls.

The percentage of girls under instruction to the total female population is highest in Madras and Burma (2.3) and lowest in the United Provinces and the Central Provinces (0.5). Madras has the largest number of girls at school, nearly 490,000 and Bengal comes next with 100,000 less. Bombay is third on the list and Burma fourth. Co-education is general in Madras and Burma, 53.9 per cent. of the girls in Madras and 75.1 per cent. of the girls in Burma being in schools for boys. But in Bengal, which has the largest number of separate schools for girls, only 14.3 per cent. are in boys' schools and in the Punjab only 3.5 per cent.

Of the total increase of 127,049 girls in recognised institutions as many as 110,637 were reading in primary schools and of the total increase of 65,510 in the strength of girls' schools 54,230 were confined to the first two primary classes. The strength of the high department of girls' schools increased by only 375 and the strength of the University and Intermediate classes increased by only 33. The number of women reading in professional colleges has increased and in the year under review there were 182 women in medical colleges, 134 in Training Colleges for teachers and 8 in Law Colleges. The majority of the women reading in medical colleges were reading in Bombay, Madras and Delhi and the 8 women reading for Law were distributed between Madras, Bombay, the United Provinces and Burma.

Compulsory Education.—Of the seven Primary Education Acts in force in the provinces only three are applicable to girls, namely the Madras Act, the Bombay Act and the Central Provinces Act.

In Madras elementary education for girls has been made compulsory in four divisions of the city of Madras and in two other municipalities. In Bombay compulsion has been applied to girls in two wards of the Bombay Corporation and in two other municipalities. But in the Central Provinces compulsion has not yet been applied to girls in any area.

Expenditure.—The total expenditure on women's education increased by Rs. 6.82 lakhs to Rs. 284.15 lakhs. During the year under review the total direct expenditure was Rs. 203.38 lakhs of which Government funds met 45.0 per cent., Local Board funds 19.3 per cent., fees 12.9 per cent. and other sources 22.8 per cent. The largest increase in expenditure in the provinces occurred in Bombay, Madras and the United Provinces. Expenditure in Bombay increased by Rs. 2½ lakhs and in Madras and the United Provinces by Rs. 1½ lakhs.

VII. PROFESSIONAL AND TECHNICAL EDUCATION.

(a) *The Training of Teachers.*

The total number of teachers employed in recognised secondary and primary schools in British India was 380,149 of whom 173,529 or 45.6 per cent. were trained, the corresponding figures for the previous year being 357,481, 162,147 and 45.3 respectively. It is satisfactory to note that though there has been a large increase in the total number of teachers the percentage of trained teachers has slightly improved. The following table shows the number of teachers, both men and women, under training during each of the last two years:—

	Men.		Women.		TOTAL.	
	1925.	1926.	1925.	1926.	1925.	1926.
In training Colleges	1,026	1,085	116	134	1,142	1,210
In Normal and Training Schools.	20,691	20,584	4,503	4,750	25,234	25,343
TOTAL	21,717	21,669	4,679	4,893	26,396	26,562

The above figures show that, while the number of men under training has slightly decreased, the number of women under training has appreciably increased.

The total number of Training Colleges has remained the same as in the previous year, 15 for men and 6 for women. In addition to the 21 Training Colleges there were Departments of Teaching, with Degree or Diploma Courses, at the Aligarh, Benares and Rangoon Universities.

The number of Normal and Training Schools has fallen from 732 to 696. The fall was almost entirely confined to Training Schools for men and occurred mainly in the United Provinces and in Bengal. In the United Provinces there was a large fall in the number of training classes conducted by Local Boards chiefly as the result of the retrenchment in expenditure by individual boards.

In Bengal the decrease was due to the abolition of a number of the old type of Guru Training Schools. In Madras the amalgamation of secondary training schools with higher elementary training schools resulted in a small reduction in the number of Government Training Schools for men.

The percentage of trained teachers to the total number of teachers in primary and secondary schools together was 45.6. The percentages for secondary and primary schools separately were:—Secondary 50.6 and Primary 41.2. But the individual provinces vary very largely in regard to the percentage of trained teachers to the total number of teachers. In secondary schools the percentage for Madras was as high as 76.7 and for Bombay as low as 17.3.

In primary schools the percentage was highest in the United Provinces (61.1) and lowest in Bengal (24.8).

The scheme of training in the Vernacular Training Schools in the Punjab has undergone considerable revision and the Director of Public Instruction reports that "the most potent and healthy innovation has been the revision of the scheme of training whereby the activities of the students are no longer limited to class room routine and to the prescribed examination syllabus. Systematic efforts are now made to give a wider and more suitable training than can be imparted by means of a mere scheme of studies. Students are trained in all those movements which should lead to the uplift of village life and conditions." The work of the Mission Training School at Moga, the School of Rural Economy at Gurgaon and of the Government Training School at Gakhua has done much to serve as an example to the rest of the province and to other provinces of what can be done to accommodate the life and work of training schools to rural conditions and requirements. The "Refresher Courses" for teachers, which are held annually in a number of vernacular training schools, are another out-standing feature of the work of the Training Schools in the Punjab.

In Bengal the rates of stipends for students under training in Vernacular Training Schools were raised from Rs. 6 per mensem to Rs. 10 and the 79 stipends which had been held in abeyance owing to retrenchment were restored.

In Madras steps were taken to extend the scope of the Vocational classes attached to training schools and during the year under report 59 new schemes were sanctioned, including classes in wood work, weaving, dyeing, engraving, book binding, market gardening, tailoring and horticulture. The vocational training section of the Government Teachers' College, Saidapet, continued to be popular and 17 students were under training as Art and Craft Instructors.

(b) *Other Professional and Technical Education.*

The majority of the professional institutions, other than training colleges and training schools, are not under the control of the provincial educational departments and in consequence the statistics and information furnished in this report are not complete or comprehensive.

The following table indicates the number of institutions and scholars during the past two years:—

In-stitution.	1927.		1926.	
	In-stitutions.	Scholars.	In-stitutions.	Scholars.
Law Colleges and Schools	15	8,140	14	8,355
Medical Colleges and Schools	37	9,169	40	9,116
Engineering Colleges and Schools	18	3,275	16	3,432
Agricultural Colleges and Schools	21	1,089	20	1,094
Commercial Colleges and Schools	151	8,590	153	8,237
Forest Colleges	2	134	2	119
Veterinary Colleges	3	289	3	272
Technical and Industrial Schools	246	20,045	396	20,448
Schools of Art	10	1,347	10	1,870
Total	643	52,576	654	53,363

Law.—The number of students studying for law in Bengal continues to increase and in the year under review the number of students reading in the University Law College, Calcutta, and in the Law Departments of the Ripon College and the University of Dacca rose from 3,634 to 3,804.

In the United Provinces and in Bihar and Orissa there was also an increase in the number of students reading in Law Colleges, but in all other Provinces there was a fall in the number of Law students. The fact that in Madras the numbers fell by 30, in Bombay by 66, in the Punjab by 77, in Burma by 20 and in the Central Provinces by 21 would appear to indicate that the overcrowded state of the legal profession has at last begun to react on the strength of Law Colleges.

Medical.—A new Medical College was opened by the Bombay Municipality in June 1925 as the result of the gift of an endowment of Rs. 14.50 lakhs by the trustees of the estate of the late Seth Godhardas Sundar Das. The College, which has 46 students on its rolls, has been permanently affiliated to the Bombay University as a full grade Medical College teaching up to the M.B.B.S. Degree.

At Ludhiana, in the Punjab, extensive new buildings have been erected for the Women's Christian Medical College, including the

Sisters' house, the chemical pathological laboratory and a new block for the College laboratories.

In Bihar and Orissa higher medical education was provided for for the first time by the opening of the Prince of Wales Medical College at Patna in July 1925. The building of the College, was made possible by a liberal donation of Rs. 5 lakhs from the Maharajadhiraja of Darbhanga and by other contributions amounting to Rs. 9 lakhs. The college teaches up to the final M.B.B.S. standard and is affiliated to the Patna University. The Rangoon University has adopted a scheme for the provision of medical courses leading to the M. B. B. S. Degree involving a capital cost of Rs. 17 lakhs on buildings and equipment and in this connection five additional professorships in Medicine, Surgery, Pathology, Gynaecology and Forensic Medicine were sanctioned during the year under review.

Engineering.—At the Government Engineering College, Poona, new buildings for the Physics and Electrical Engineering Departments have been erected and the construction of the workshop buildings has been commenced.

The Bihar College of Engineering presented its students for the University Examinations for the first time and secured very creditable results. The popularity of the College may be judged from the fact that in 1925 there were 167 applicants for 30 vacancies. A Professor of Civil Engineering has been added to the staff of the College.

Agriculture.—Of the two experimental agricultural middle schools managed by the Department of Agriculture in the Madras Presidency, the school at Taliparamba continued to show very satisfactory results, but the school at Anakapalle has not progressed and its strength is disappointingly low. A third school, of the same type, to be opened at Kalahasti was sanctioned during the year.

In Bengal a special committee, representing both educational and agricultural interests, was appointed by Government and sent to the Punjab to study the working of the agricultural middle schools in that province. The Committee has submitted a report to Government and its proposals are under consideration. The Agricultural College at Lyallpur in the Punjab continues to increase in popularity and during the year under review as many as 375 candidates applied for 74 vacancies. A special and interesting feature of the college is the Rural Economy Class which was attended by 14 officers from the Revenue, Co-operative and Irrigation Departments.

Commerce.—A new Government School of Commerce was opened in July 1925 at Vizagapatam in the Madras Presidency. The school is intended to serve the needs of the northern districts and was started as the result of the orders passed by Government on the report of the Committee on Technical and Industrial Education.

The only important feature of the year at the Sydenham College of Commerce, Bombay, was the introduction of the teaching of

Actuarial Science. A part-time professor, who has been especially trained in England, has been appointed to teach the subject.

In connection with the improvement of secondary commercial education, the Government of Bombay have appointed the Principal of the Sydenham College as Inspector of Commercial Schools and have instituted a special clerical and commercial examination. The optional subjects for this examination include shorthand, type-writing, office management, accountancy, administration of Government with local bodies and Indian banking. During the year the Government of the Punjab appointed a committee to investigate the problem of clerical and commercial education. The more important recommendations of the committee included proposals for closing the pre-matriculation classes in clerical subjects, the opening of post-matriculation classes and the institution of a College of Commerce.

VIII. EDUCATION OF SPECIAL CLASSES AND COMMUNITIES.

(i) *European Education.*

The total number of institutions for Europeans increased by 19; the total number of scholars reading in them by 2,860 and the total expenditure on European schools by Rs. 4.53 lakhs. The figures given in table VII for the number of scholars in European schools include Indians reading in European schools. In the year under review the actual number of European scholars in European schools was 42,773 and the number of Indians reading in European schools was 8,800. The total number of Europeans reading in all classes of institutions was 46,962, of whom 4,189 were reading in Indian schools.

The number of Indians reading in European schools has increased every year during the past few years and in Burma 36 per cent. of the total enrolment of European schools, in 1925-26, consisted of non-Europeans.

The total number of teachers in European schools increased from 3,293 to 3,387 and the percentage of trained teachers to the total number of teachers increased from 59 per cent. to 61 per cent. Though the number of trained teachers in European schools is fairly high, the number of trained graduates is very small. In Madras, which has the largest number of European schools, out of a total of 685 teachers only 26 were trained graduates. In April 1925 grant-in-aid for medical inspection was reintroduced in Madras and in the same month the Government Provident Fund scheme was extended to teachers in European schools. The Government of Madras also approved of the introduction of European school-leaving certificates as from the 1st of January 1926. In Bengal a special conference of the authorities of European Secondary Schools was held in February 1926. The recommendations made by the Conference included suggestions for the division of schools into those which prepared exclusively for the Cambridge Examinations and

those which prepared for the Matriculation and Intermediate examinations of the University and proposals for a more extensive scholarship system in order to attract more Europeans and Anglo-Indians to the higher courses of the University. An important step forward was taken in the Punjab by the opening of Intermediate classes at the Lawrence School, Ghoragali. The Director is very optimistic in regard to the future value of the new Intermediate College, which has been affiliated to the Punjab University, and writes that "with the passing of the Intermediate examination, these boys and girls will have been brought to the very doors of the Professional and Arts Colleges, and therefore the number of graduates should be much greater in the future than it has been in the past. The main problem of European education in India is to equip members of the community for professional work and it may well be that this problem will have been solved by the institution of the Lawrence College at Ghoragali." The Director can here be referring to only those members of the Community who are, by ability and character, able to take up this class of work. In the Central Provinces a revised system of grant-in-aid for European schools was introduced. The effect of the revision has been to place European schools on the same basis as Indian schools. Grants for European schools were formerly assessed at one-half of the approved expenditure but they are now assessed at one-third of the approved expenditure. As a result of the revision the amount of maintenance grants decreased from Rs. 1.00 lakhs to Rs. 0.73 lakhs.

(ii) *Muhammadan Education.*

There has been a rapid expansion of Muhammadan Education in recent years and the following table shows the progress that has been made between the years 1924-25 and 1925-26:—

Type of Institution.	Number of Muhammadan scholars.	
	1925.	1926.
Arts Colleges	7,369	8,399
Professional Colleges	2,081	2,231
Secondary and primary schools	2,097,829	2,263,948
Special schools	108,461	122,043
Unrecognised institutions	203,801	220,947
TOTAL	2,419,541	2,617,588
Percentage to population	4.1	4.4

With the exception of the provinces of Bombay, Bengal and Assam it is only in the sphere of higher education that the Muhammadan community is backward. In Madras, the United Provinces, Burma, Bihar and Orissa and in the Central Provinces the percentage of Muhammadan pupils under instruction, both for boys and for girls, is higher than the percentage for all communities taken

together and in the Punjab Mohammedan boys are on a level with the male scholars of all communities. In Bombay, Bengal and Assam the percentage of Mohammedan pupils under instruction is lower than the percentage for all communities together. The increase recorded in the number of Mohammedans reading in Arts and Professional Colleges is particularly satisfactory and in view of similar increases in previous year there is reason to believe that the old prejudice against higher and secular education is rapidly dying out. It may be noted in this connection that while the percentages of increase of all classes of scholars in Arts and Professional Colleges during 1925-26 were 8 per cent. and 3 per cent. respectively, the corresponding percentages of increase for Mohammedan scholars were 14 per cent. and 8 per cent.

In Madras the Government has paid special attention to the improvement of Mappilla education and in March 1926 a special Assistant to the District Educational Officer, Malabar, was appointed to deal especially with problems connected with the education of Mappillas. The Officer appointed to the new post was himself a Mappilla, trained in England. The buildings of the Islamia College, Calcutta, were completed during the year and the College now has accommodation for 400 students. In Bombay the Government have endeavoured to encourage the higher education of Muhammadan by the provision of large numbers of special scholarships in secondary schools and during the year under report the operation of the scheme of special scholarships was accelerated so as to provide, within the next four years, a total of 1,337 scholarships for Muhammadans in secondary schools. In addition to these scholarships as many as 138 scholarships are reserved for Muhammadans reading in Arts Colleges. In the Punjab the Muhammadan community has made rapid progress in education in recent years and of the total increase in the number of pupils under instruction in the Punjab during 1925-26 60,000 or 46.9 per cent. were claimed by Muhammadans.

(iii) *Depressed Classes.*

Owing to differences in the manner of classification in the provinces it is difficult to give accurate figures for the total number of depressed classes under instruction. The majority of the provincial reports, however, now classify "untouchables" or outcast Hindus separately from Aborigines, Hill tribes and other backward classes. Leaving aside Burma, where there are no untouchables, and Assam in which province it is impossible to distinguish between the large numbers of Aborigines and Hill Tribes and the actual untouchables, the total number of depressed class pupils reading in all classes of institutions in the remaining seven provinces was approximately 667,000. The percentage of depressed class pupils under instruction to the total depressed class population of these provinces was 2.3 as against the all-India figure for all communities of 4.0. The number of depressed class pupils has shown a satisfactory increase, but much leeway has still to be made up and in all provinces,

except Bengal, the number of scholars reading at the secondary and University stages is depressingly small. In Madras there were 23 scholars reading in Arts and Professional Colleges; in Bombay 14; in the United Provinces 11; in the Central Provinces 8; in Bihar and Orissa one, and in the Punjab nil. One satisfactory feature of the reports from the provinces is the increase in the number of depressed class pupils reading in ordinary schools and in the number of caste pupils reading in the special schools mainly intended for the depressed classes. In the Punjab as many as 15,899 pupils, out of a total of 19,019, were reading in ordinary schools and in Madras out of a total of 262,716 pupils reading in schools especially intended for the depressed classes nearly 70,000 were caste pupils.

The Government of Madras has continued to insist on all publicly managed schools being located in quarters accessible to the depressed classes and during the year 210 schools situated in inaccessible quarters were removed to accessible centres. In consequence of the policy adopted 83 per cent. of the schools under the management of Municipalities and Taluk boards are now held in quarters accessible to the depressed classes.

In Bombay there was an increase of nearly 6,000 depressed class pupils under instruction and the Director of Public Instruction, Bombay, reports that "the prejudice against the depressed class children is lessening. In the Deccan there is little doubt that these communities are sharing in the general awakening of the backward classes. There are fewer signs of any such awakening in Gujarat." The Director of Public Instruction in the United Provinces also reports that caste prejudice is breaking down and states that "there is now no strong opposition to these boys reading in the ordinary board schools and the number of such boys is increasing. Still stronger evidence of the breaking down of caste prejudice is to be found in one Inspector's report that high caste boys were found to be reading in a number of schools for the depressed classes."

(iv) *Education of Defectives.*

The following table shows the number of schools for defective children and the number of scholars reading in them:—

Province	For the Blind		For the Deaf.	
	Institutions	Scholars	Institutions	Scholars
Madras	2	22	3	131
Bombay	3	115	4	123
Berzel	1	45	6	172
Punjab	1	21	..	..
Bihar and Orissa	2	69	..	..
Central Provinces	..	..	1	15
Burma	3	41	1	23
TOTAL	12	379	15	474

IX. MISCELLANEOUS.

Hostels.—There has been a satisfactory increase in the number of scholars resident in approved hostels. The following tables show the number of scholars residing in hostels during the years 1924-25 and 1925-26:—

Province.	No. of scholars in recognised institutions residing in approved hostels.	
	1925.	1926.
Madras	34,588	34,843
Bombay	12,337	12,343
Bengal	31,165	30,208
United Provinces	40,085	40,898
Punjab	37,310	38,458
Burma	13,006	23,512
Bihar and Orissa	10,434	22,771
Central Provinces	7,176	7,710
Assam	4,163	4,163
North-West Frontier Province	2,050	2,000
Coorg	278	295
Delhi	1,260	1,574
Ajmer-Merwara	870	901
Baluchistan	181	221
Bangalore	1,150	1,066
TOTAL	207,974	220,074*

* Excluding 2,003 scholars in Minor Administered Areas.

University Training Corps.—The following table shows the number and sanctioned strength of the various units of the University Training Corps:—

University.	Unit.	Establishment (all ranks)
Bombay	1st Bombay Battalion . . .	664
Calcutta	2nd Calcutta Battalion . . .	664
Allahabad	3rd United Provinces Battalion .	664
Lahore	4th Lahore Battalion . . .	664
Madras	5th Madras Battalion . . .	664
Rangoon	6th Burma Battalion . . .	664
Patna	7th Patna Coy.	165
Delhi	8th Delhi Coy.	165

The 3rd United Provinces Battalion includes units from the Universities of Allahabad, Lucknow, Aligarh and Benares.

Boy Scouts.—Accurate details are not available to show the exact number of Boy Scouts in British India, but the following table shows the approximate number of Boys Scouts (including officers, rovers and cubs) in the provinces:—

Province.	Boy Scouts.
Madras	5,000
Bombay	11,000
Bengal	3,000
United Provinces	21,700
Punjab	12,000
Burma	3,000
Bihar and Orissa	8,000
Central Provinces	3,100
Assam	500
North-West Frontier Province	750
Baluchistan	300
TOTAL	76,350

The Boy Scouts Associations in all the provinces, except Assam, are in receipt of grant-in-aid from Government funds.

During the year under review the Madras Boys Scouts Association developed a new line of activity by starting two Sea Scout troops, one in Madras and one at Calicut.

In Bombay as many as 3,666 additional Scouts were enrolled during the year and the Director of Public Instruction reports that "the movement is steadily spreading and becoming more and more popular". In Bengal 7 new local associations were started and 26 new Scout Troops were formed. In the United Provinces two organisations—the Boys Scouts Association and the Seva Samiti Association continued their separate existence and the Director of Public Instruction reports that "communalism seems to be spreading to the movement; of the two organisations the Seva Samiti Boy Scouts may be regarded as predominantly Hindu, while Muhammadan and Christian Scouts prefer to join the Baden-Powell organisation. It is a great pity that the two bodies cannot see their way to unite to form one strong provincial association".

In the North-West Frontier Province three district associations came into full working order and the Director of Public Instruction referring to the work of the Scouts associations says that "this is one of the brightest spots of the educational record".

Girl Guides.—In Madras there were 137 Guide companies and flocks. In the United Provinces there were 60 companies and flocks and in Bihar and Orissa 10 companies with 600 guides. In Burma the number of girl guides increased to 1,069 and in the Central Provinces there were nearly 900 guides. In Madras, Burma and in the Central Provinces the Girl Guides Associations are in receipt of annual grants from Government funds.

APPENDIX.

General Educational Tables, 1925-26.

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General Summary of Educational Institutions and Scholars.

Area in square miles	1,661,154	Population—	Males	Females	TOTAL	PERCENTAGE OF SCHOLARS TO TOTAL POPULATION.			
						Recognized Institutions.		All Institutions.	
						1924	1925	1924	1925
						1924	1925	1924	1925
						0.51	0.65	0.93	0.47
						1.35	1.24	1.42	1.51
						4.00	3.72	4.25	5.07

	INSTITUTIONS.			SCHOLARS			Per-centage of scholars in each class of institution.
	1924	1925	Increase or decrease.	1924	1925	Increase or decrease.	
	1	2	3	4	5	6	
RECOGNISED INSTITUTIONS.							
For Males.							
Colleges	17	15	-	6,823	6,772	-176	0.62
Professional Colleges	10	103	93	62,347	57,736	-4,611	0.71
High Schools	2,706	2,942	+236	714,455	671,513	-42,942	8.02
Middle Schools	7,471	6,732	-739	878,437	752,502	-125,935	9.73
Primary Schools	157,250	156,557	-693	6,244,745	6,115,791	-128,954	77.95
Special Schools	8,506	7,471	-1,035	274,544	244,772	-29,772	3.15
TOTALS	177,600	167,773	-9,827	7,432,904	6,807,112	-625,792	100
For Females.							
Colleges	10	14	+4	1,231	1,214	-17	0.12
Professional Colleges	7	7	-	141	173	+32	0.02
High Schools	234	256	+22	46,002	44,051	-1,951	4.43
Middle Schools	712	703	-9	84,773	79,505	-5,268	5.12
Primary Schools	25,114	24,746	-368	914,200	858,020	-56,180	88.29
Special Schools	304	205	-99	11,347	11,281	-66	1.56
TOTALS	27,177	27,725	+548	1,078,704	994,594	-84,110	100
UNRECOGNISED INSTITUTIONS.							
For Males.							
Colleges	12,010	7,201	-4,809	36,129	33,722	-2,407	..
Professional Colleges	2,706	2,579	-127	57,139	53,714	-3,425	..
TOTALS	14,716	9,780	-4,936	93,268	87,436	-5,832	..
For Females.							
Colleges	12,010	7,201	-4,809	36,129	33,722	-2,407	..
Professional Colleges	2,706	2,579	-127	57,139	53,714	-3,425	..
TOTALS	14,716	9,780	-4,936	93,268	87,436	-5,832	..
GRAND TOTALS							
	222,776	217,553	-5,223	10,514,921	9,911,272	-603,649	..

* Excludes Bureau of the Administration of the Young Men's Association.

General Summary of Expenditure on Education.

COST PER SCHOLAR TO

PERCENTAGE OF EXPENDITURE FROM

TOTAL EXPENDITURE.

Total cost per scholar.

	TOTAL EXPENDITURE.		PERCENTAGE OF EXPENDITURE FROM				COST PER SCHOLAR TO				Total cost per scholar.
			Govt. funds.	Board funds.	Fees.	Other sources.	Govt. funds.	Board funds.	Fees.	Other sources.	
1929	1025†		4	5	6	7	8	9	10	11	12
1		2					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Rs.	Rs.	Rs.	97.2	2.8	..	..	..	..	..	..	..
95,46,130	94,70,688	Rs. +105,418	48.8	13.7	41.3	9.0	..	..	..	..	..
95,10,000	84,11,051	+11,23,038	41.5	11.6	15.0	21.0	..	..	..	..	..
1,70,91,738	3,96,42,970	+74,18,768	60.0	0.5	41.0	14.4	78 0 0	1 0 0	83 16 6	27 7 8	191 0 1
0,61,08,483	5,75,28,600	+86,39,874	41.1	1.4	10.8	1.8	285 0 0	3 3 0	70 7 7	18 11 3	385 13 4
1,14,57,107	1,06,90,550	+7,66,551	74.0	2.7	50.2	13.2	10 1 5	1 5 8	23 5 4	7 10 7	50 7 0
07,09,334	62,27,877	+5,41,161	31.0	2.2	27.6	13.8	7 2 8	1 5 0	5 7 1	2 11 4	10 10 10
1,76,07,189	3,40,10,185	+17,87,004	36.4	28.6	6.2	9.5	4 2 0	2 4 0	0 11 8	0 12 1	7 11 3
1,79,88,100	1,52,03,810	+12,84,056	52.7	4.1	8.6	10.0	24 1 0	2 3 5	1 4 0	9 8 3	50 1 5
1,13,21,011	3,10,52,010	+7,82,09,028	68.0	11.9	25.6	15.6	7 8 0	2 6 1	4 1 0	2 0 1	13 15 11
1,39,52,087	1,98,51,355	+11,06,752	40.0	1.0	13.7	31.0	277 8 1	4 12 10	00 11 3	138 5 8	210 8 10
11,12,56,801	13,15,37,809	+07,18,052	51.3	1.0	2.3	8.3	1,111 5 8	..	28 7 0	103 4 1	1,243 1 0
5,30,009	1,73,438	+54,631	80.4	..	..	23.5	46 14 0	1 7 1	31 8 10	25 6 0	108 1 5
2,21,901	2,89,413	-63,410	10.3	1.3	31.9	33.7	13 15 0	4 4 11	5 11 5	12 1 0	36 7 7
51,85,387	51,80,008	+4,470	38.3	11.8	10.2	17.2	1 3 9	3 12 4	0 5 9	1 11 10	10 1 8
31,39,500	80,20,702	+1,18,708	41.0	37.3	3.6	28.4	110 10 1	3 1 1	7 10 2	50 10 3	178 2 7
92,30,054	87,01,831	+5,31,823	65.5	1.8	4.3	28.8	8 10 1	3 11 3	2 7 10	4 5 10	10 3 0
20,21,581	19,08,512	+53,972	45.0	10.3	12.0	25.8	10 5 8	3 1 8	4 11 0	3 8 1	21 16 8
2,03,38,188	1,96,35,801	+7,02,384	47.8	14.3	21.0	10.3	10 5 8	3 1 8	4 11 0	3 8 1	21 16 8
23,77,92,332	20,87,02,222	+1,90,90,110	47.8	14.3	21.0	10.3	10 5 8	3 1 8	4 11 0	3 8 1	21 16 8
GRAND TOTALS											

N.B. - For explanation of certain terms used in the tables please see overleaf.

* Includes expenditure on buildings.

† Includes figures of the Administered Areas of "Hyderabad and Mount Abu."

EXPLANATIONS.

1. *School Year.*—In these tables the school year is assumed to coincide with the financial year, i.e., to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, e.g., European schools, may close in December and others, e.g., colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification.*—In tables IV-A and IV-B, Class I represents the lowest class in the school, whether called infant class, sub-standard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the spaces left blank below X and numbered for the purposes of this table XI and XII.

6. *Intermediate colleges and examinations.*—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The Intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the general summary and General Tables II-A and B, IV-A and B, V-A and B and VIII.

I.—Classification of Educational Institutions.

	FOR MALES.						FOR FEMALES.					
	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities . . .	..	..	..	13	..	13	..	..	..	..	..	..
Colleges :—												
Arts and Science*	29	1	..	73	17	120	3	..	..	7	1	11
Law . . .	4	..	..	3	5	12	..	..	..	..	..	..
Medicine . . .	7	..	1	1	..	9	..	..	..	1	..	1
Education . . .	14	..	..	1	..	16	2	..	..	3	1	6
Engineering . . .	6	..	..	1	..	7	..	..	..	..	..	..
Agriculture . . .	6	..	..	..	1	7	..	..	..	..	..	..
Commerce . . .	1	..	..	12	..	13	..	..	..	..	..	..
Forestry . . .	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science	3	..	..	..	..	3	..	..	..	..	..	..
Intermediate and 2nd Grade Colleges.	20	..	1	43	12	76	2	..	..	6	..	8
TOTALS .	82	1	2	147	56	277	7	..	..	17	2	23
High Schools . . .	258	113	86	1,329	170	2,896	30	2	2	198	6	238
Middle (English . . .	101	223	137	1,970	634	3,070	21	..	0	235	10	276
Schools (Vernacular . . .	54	2,855	70	1,292	24	4,401	77	17	63	895	5	1,047
Primary Schools . . .	2,016	60,262	3,631	88,356	12,855	157,360	343	4,197	1,368	10,680	3,326	25,514
TOTALS .	2,409	63,658	4,130	92,947	11,053	107,217	471	4,216	1,442	17,308	3,347	20,784
Special Schools :—												
Art . . .	0	..	..	3	1	4	..	..	..	..	..	..
Law . . .	2	..	..	..	..	2	..	..	..	..	..	..
Medical . . .	10	..	..	2	5	23	2	..	..	2	..	4
Normal and Training . . .	340	80	18	90	4	532	51	3	5	90	8	158
Engineering . . .	8	..	..	..	1	9	..	..	..	..	..	..
Technical and Industrial . . .	94	24	7	160	23	319	1	..	..	70	6	77
Commercial . . .	7	..	..	28	96	133	..	..	..	6	..	6
Agricultural . . .	10	..	1	2	..	13	..	..	..	1	..	1
Reformatory . . .	7	..	..	2	..	9	..	..	..	..	..	..
Schools for Defectives . . .	1	..	..	22	..	23	..	..	..	4	..	4
Schools for Adults . . .	18	2,591	121	1,631	610	4,971	..	1	..	13	1	16
Other Schools . . .	57	24	24	1,907	491	2,653	2	1	..	30	2	35
TOTALS .	575	2,720	211	3,756	1,233	5,000	56	5	5	222	12	300
TOTALS FOR RECOGNISED INSTITUTIONS.	3,168	66,588	4,343	96,850	15,283	117,000	534	4,221	1,447	17,547	3,361	27,110
UNRECOGNISED INSTITUTIONS.	..	21	17	80	31,008	32,020	..	2	..	26	2,680	2,696
GRAND TOTALS, ALL INSTITUTIONS.	3,168	66,609	4,360	96,930	47,256	208,020	534	4,223	1,447	17,573	6,043	29,806

* Includes 3 Oriental Colleges.

II-A.—Distribution of Scholars attending

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION (c).									
Arts and Science (b) & (c)	15,091	12,914	4,901	71	70	61	47	64	10
Law (d)	1,075	1,614	77	..	..	..	..	..	..
Medicine	2,729	2,375	672	..	..	..	10	47	..
Education	951	997	7-6	..	..	..	..	..	..
Engineering	1,326	1,402	802	..	..	..	..	..	..
Agriculture	611	577	573	..	..	..	..	..	..
Commerce	253	211	61	..	..	..	..	..	..
Forestry	104	106	57	..	..	..	..	..	..
Veterinary Science	22	251	216	..	..	..	..	..	..
TOTALS	23,146	2,110	9,324	73	71	61	111	124	10
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	101,420	90,477	17,711	71,169	21,846	1,645	28,817	25,534	970
" Middle (English)	15,656	14,311	1,167	12,039	27,156	1,671	21,613	18,445	994
" Schools (Vernacular)	6,287	5,999	948	41,705	311,067	21,628	12,890	10,289	461
" Primary Schools	84,511	66,624	175	2,419,445	2,073,707	1,804	439,683	329,225	2
TOTALS	208,001	176,411	18,976	3,225,559	2,441,976	29,755	502,543	383,331	2,865
In Art Schools	1,647	1,404	140	..	..	..	..	..	..
" Law	164	133	..	..	..	..	..	..	..
" Medical Schools	1,326	4,076	1,211	..	..	..	..	..	..
" Normal and Training Schools	16,344	14,710	10,346	537	792	703	200	199	147
" Engineering Schools	1,100	1,139	815	..	..	..	..	..	..
" Technical and Industrial Schools	6,367	4,692	447	707	707	67	742	603	..
" Commercial Schools	590	550	..	..	..	..	..	..	..
" Agricultural	307	260	350	..	..	..	35	33	..
" Reformatory	1,174	1,095	1,171	..	..	..	..	..	..
" Schools for Defectives	24	21	13	..	..	..	..	..	..
" Schools for Adults	3,517	1,800	..	62,408	47,613	..	3,369	2,997	..
" Other Schools	4,645	8,620	737	1,059	10	124	2,123	1,500	22
TOTALS	40,305	31,072	15,469	65,161	47,627	814	6,691	4,822	169
TOTALS FOR RECOGNISED INSTITUTIONS.	2,235,557	230,483	29,764	3,300,623	2,492,005	30,639	509,235	388,153	2,544
IN UNRECOGNISED INSTITUTIONS.									
..	..	..	..	1,103	380	..	952	670	..
PARTIAL TOTALS, ALL INSTITUTIONS.	272,555	270,553	30,764	3,302,016	2,492,384	30,639	510,227	389,139	2,544

(a) Scholars reading more than one of the following subjects should be entered under only one head.

(b) Includes 710 scholars also reading Law.

(c) Includes 707 scholars in Oriental Colleges, and 297 scholars of Oriental Department in Lucknow and Benares Universities.

(d) Includes 111 scholars reading M. A. or M. Sc. in Bihar and Orissa.

Educational Institutions for Males.

AIDED.			UNAIDED.			Grand total of scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 18.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	10	17	19	19
39,294	34,150	14,099	14,092	4,320	3,201	69,658	51,547	22,253	650
4,412	4,247	1,439	1,492	1,492	494	8,101	7,332	1,600	3
907	883	446	..	..	..	3,042	3,298	1,116	121
145	130	31	..	..	..	1,079	1,053	817	14
702	654	390	..	..	..	2,022	1,816	1,432	..
1,117	950	396	127	131	..	611	577	322	..
11	11	6	..	..	..	1,297	1,230	456	..
..	..	..	..	..	..	119	117	28	..
..	..	..	..	..	..	272	251	246	..
46,502	41,034	16,698	16,021	5,043	3,695	80,177	67,251	25,706	721
415,577	355,721	39,144	135,672	104,257	6,672	714,655	605,945	62,062	9,134
202,332	169,440	11,580	53,237	40,705	1,116	325,617	264,300	16,525	5,713
112,452	110,557	9,298	14,406	11,174	60	542,320	457,966	25,414	40,19
3,167,134	2,638,420	10,808	332,932	275,681	78	6,481,746	5,243,560	12,931	527,67
3,867,495	3,107,955	71,800	513,377	421,020	7,916	8,407,878	6,991,701	126,022	695,707
151	104	..	32	10	..	1,870	1,619	111	21
116	97	..	662	303	212	164	123	..	..
3,407	3,201	2,140	73	73	73	5,103	4,676	1,433	114
..	..	..	..	..	..	20,423	18,247	12,315	21
8,003	7,245	2,494	291	110	..	1,401	1,329	818	..
2,183	1,701	23	630	311	20	17,013	14,173	2,440	104
71	60	23	3,711	2,734	8	6,484	4,773	40	210
410	364	410	..	..	..	413	334	141	..
0 3	534	310	..	..	..	1,584	1,479	1,384	..
24,000	30,612	29	13,130	10,572	..	207	513	12	171
72,071	58,667	1,468	20,767	15,556	843	121,712	92,925	27	274
..	..	..	..	..	..	100,645	80,476	3,234	1,411
127,083	102,551	7,029	39,296	21,119	1,146	278,544	221,797	2,658	2,440
4,061,170	3,311,540	94,325	598,076	457,32	12,527	8,632,590	6,940,473	153,293	612,740
5,025	4,061	..	557,891	432,100	933	504,470	357,104	939	91,42
4,606,105	3,315,634	94,525	1,153,185	809,332	13,760	9,397,075	7,297,542	181,27	614,243

II-B.—Distribution of Scholars attending

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS									
UNIVERSITY AND INTERMEDIATE EDUCATION (a)									
Arts and Science (b) . . .	413	55	203	..	..	..	..	..	..
Medicine . . . . .	..	..	..	..	..	..	..	..	..
Education	43	45	45	..	..	..	..	..	..
TOTALS	456	100	248	..	..	..	..	..	..
SCHOOL AND SPECIAL EDUCATION									
In High Schools	6,724	5,403	917	214	250	..	3,4	325	..
„ Middle Schools { English . . .	2,604	1,973	101	..	..	..	478	673	..
{ Vernacular . . .	9,341	6,541	101	1,253	823	35	7,725	6,729	31
„ Primary Schools	21,314	14,727	6	101,845	137,413	756	121,547	86,021	..
TOTALS	31,983	21,643	1,125	103,072	137,463	841	125,167	93,428	31
In Medical Schools	124	116	172	..	..	..	..	..	..
„ Normal and Training Schools . . .	1,872	1,711	1,074	68	53	23	36	35	23
„ Technical and Industrial Schools . . .	12	13	11	..	..	..	..	..	..
„ Commercial Schools . . . . .	..	..	..	..	..	..	..	..	..
„ Agricultural Schools . . . . .	..	..	..	..	..	..	..	..	..
„ Schools for Adults . . . . .	..	..	..	20	17	..	..	..	..
„ Other Schools	73	51	..	41	25	..	..	..	..
TOTALS	2,081	1,890	1,167	127	101	61	35	35	23
TOTALS FOR RECOGNISED INSTITUTIONS.	42,664	31,533	2,490	103,199	137,564	902	125,202	93,463	54
IN UNRECOGNISED INSTITUTIONS.	..	..	..	74	65	..	..	..	..
GRAND TOTALS, ALL INSTITUTIONS.	42,664	31,533	2,490	103,273	137,629	902	125,202	93,463	54

(a) Scholars reading more than one of the following subjects should be entered under only one head.
 (b) Includes all scholars in Oriental Colleges.

Educational Institutions for Females.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 10.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
783	710	429	35	30	15	1,231	1,104	647	..
61	61	61	..	..	..	61	61	61	..
65	63	60	0	6	..	120	114	105	..
909	840	550	41	36	15	1,412	1,279	813	..
38,750	34,024	12,310	797	699	261	46,932	40,770	13,488	4,576
23,037	24,726	7,995	774	652	227	32,893	27,986	8,323	3,606
34,280	29,226	4,333	518	306	103	53,180	43,126	4,623	5,949
503,084	398,515	9,737	71,443	55,122	112	914,290	691,670	10,641	33,238
604,780	486,491	34,375	73,532	50,856	703	1,047,345	803,570	37,075	47,569
145	152	142	..	..	..	270	268	244	..
2,465	2,319	1,708	31	27	5	4,490	4,181	2,894	..
3,139	2,555	1,210	92	74	26	3,243	2,630	1,217	45
260	211	6	..	..	..	266	211	6	..
40	39	40	..	..	..	40	39	40	..
917	688	..	..	..	..	937	705	..	..
1,833	1,579	360	112	87	..	2,101	1,744	360	277
8,681	7,573	3,556	235	188	31	11,347	9,787	4,701	322
614,550	494,904	38,481	73,808	57,080	749	1,060,104	814,636	42,679	47,891
1,848	1,349	..	55,217	18,503	44	57,139	19,917	44	3,096
616,398	496,253	38,481	129,025	75,583	793	1,117,243	834,553	42,723	51,587

III-A Expenditure on Education for Massachusetts

	AIDED INSTITUTIONS.										RECOGNISED UNAIDED INSTITUTIONS.		
	Government funds.		Board funds.		Municipal funds.		Fees.		Other sources.		TOTALS.		Totals.
	13	14	15	16	17	18	19	20	21	22	23	24	
UNIVERSITY AND INTER-MEDICATH EDUCATION.													
Harvard University	46,654,463	15,200	290	20,425,688	0	56,10,600	0	1,36,701	10,74,681				
Massachusetts Institute of Technology	12,112,012	33,771	88,643	20,35,718	10,60,553	40,70,353	1,14,180	..	1,14,180				
Professional colleges—													
Law	20,000	..	..	2,50,577	..	2,50,577	..	..	..	
Medicine	21,000	..	..	88,643	..	1,12,113	..	..	..	
Education	21,000	..	..	19,500	..	86,768	..	..	..	
Engineering	32,000	..	..	..	20,2 0	..	..	..	..
Agriculture	..	..	..	..	..	..	..	..	..
Commerce	31,083	..	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..	..	..
Science	..	..	..	..	..	..	..	..	..
Intermediate Colleges	4,61,384	..	7,000	5,41,470	..	13,89,865	1,59,571	2,06,889	3,26,372				
TOTALS	61,58,757	15,200	50,471	76,22,810	21,10,862	1,64,70,120	11,78,570	3,12,600	15,21,607				
SCHOOL EDUCATION.													
General.													
High Schools	86,60,261	87,485	2,12,215	1,00,22,617	12,32,358	2,05,11,920	32,16,321	11,53,062	43,70,236				
Junior High Schools	15,72,613	3,61,017	8,773	20,04,707	17,09,162	62,07,171	4,93,113	4,25,111	0,29,227				
Intermediate	1,47,947	8,49,130	2,11,701	75,116	1,11,383	11,27,872	3,605	20,280	22,874				
Primary Schools	51,41,972	385,46,500	6,30,990	3,179,800	4,11,167	1,16,74,398	4,17,603	4,30,417	0,07,820				
TOTALS	1,21,30,283	49,52,647	12,10,088	1,07,15,260	1,04,64,460	4,59,31,827	41,35,515	20,89,783	62,25,327				
SPECIAL													
Art Schools	21,671	400	1,200	2,121	0,632	35,301	192	1,002	1,234				
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	600	..	180	7,723	1,002	6,605	42,003	40,259	88,229				
Normal and Training Schools	6,57,807	2,385	0,31	10,362	1,36,363	8,07,742	4,765	2,332	7,007				
Engineering Schools	1,02,529	30,089	20,991	1,30,316	0,37,873	15,37,731	10,660	1,300	0,250				
Technical and Industrial Schools	..	..	..	..	..	..	..	..	..
Commercial Schools	8,716	550	1,411	35,871	20,088	66,182	1,14,168	15,810	1,59,007				
Agricultural Schools	1,000	..	60	8,573	7,201	89,642	..	..	..	
Reformatory Schools	72,772	..	1,413	11,876	11,876	1,80,339	..	..	..	
Schools for Defectives	51,084	914	25,018	0,710	73,432	70,746	..	..	..	
Schools for Adults	69,001	21,211	15,009	1,17,723	1,50,339	1,50,339	..	..	..	
Other Schools	1,62,876	79,681	27,692	2,15,761	6,00,876	11,70,287	67,574	3,00,540	3,70,814				
TOTALS	17,55,810	1,42,257	1,00,163	4,60,770	10,52,115	43,01,444	2,73,880	4,01,550	0,78,150				
GRAND TOTALS	2,06,54,859	60,95,604	13,70,642	2,47,71,943	1,48,33,417	0,60,90,391	55,87,905	28,30,022	84,24,017				

III-A.—Expenditure on Education for Males—concd.

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	14,29,485				69	14,29,554
Inspection	71,03,720	1,02,008	67,250		1,221	74,17,299
Buildings, etc.	1,12,80,605	24,31,317	22,60,564	5,30,343	59,83,313	2,25,06,542
Miscellaneous	60,36,868	16,09,603	8,36,301	41,59,497	45,67,027	1,71,99,396
TOTALS	2,59,12,678	42,51,028	31,72,915	46,89,840	1,05,51,633	4,82,81,100
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities	46,58,453		200	39,42,608	9,39,448	96,40,609
Arts Colleges	41,29,000	15,200	30,351	47,91,159	19,90,107	1,02,85,817
Professional Colleges—						
Law	37,419			5,62,600	69	5,41,117
Medicine	16,94,202		81,505	5,32,013	25,683	22,37,363
Education	8,94,723	917	91	804	10,759	10,759
Engineering	11,17,004		9,000	2,01,031	2,97,527	15,81,642
Agriculture	5,67,500			13,208		5,67,500
Commerce	1,00,000			82,703	30,999	1,56,702
Forestry	2,13,845					2,13,845
Veterinary Science	4,64,338			22,705		4,64,338
Intermediate Colleges	12,62,624		17,108	9,71,801	5,05,840	28,47,373
TOTALS	1,50,59,271	16,117	1,44,235	1,10,47,053	31,53,431	2,94,20,177
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	1,14,07,408	4,51,000	5,17,532	1,81,03,076	54,74,251	3,60,44,768
Middle Schools—						
English	27,00,822	6,65,298	3,48,257	39,70,815	21,64,262	99,89,452
Vernacular	34,22,071	23,65,375	4,27,416	7,46,270	1,69,273	71,60,401
Primary Schools	2,86,22,230	1,00,96,799	54,11,109	20,00,267	51,82,119	5,43,21,411
TOTALS	4,83,42,341	1,26,50,130	67,04,401	2,78,38,336	1,30,09,035	10,74,94,206
<i>Special.</i>						
Art Schools	4,25,092	480	1,200	23,373	27,052	4,83,097
Law Schools				10,314	30	10,344
Medical Schools	12,17,145	5,164	615	2,30,718	1,18,130	15,72,772
Normal and Training Schools	39,06,813	99,628	20,664	29,974	1,64,025	42,07,031
Engineering Schools	5,70,077			65,530	6,025	6,50,129
Technical and Industrial Schools	16,21,909	1,44,618	98,075	1,67,526	10,63,724	30,96,431
Commercial Schools	68,714		1,544	2,18,639	37,622	2,45,899
Agricultural Schools	97,058	550	60	2,053	10,903	1,10,423
Reformatory Schools	3,91,088		1,445	729	26,076	4,20,338
Schools for Defectives	60,293		25,646	6,740	92,460	1,85,139
Schools for Adults	1,25,971	46,185	35,201	20,000	86,649	3,11,713
Other Schools	9,72,706	95,612	41,876	4,19,632	10,22,896	25,63,022
TOTALS	94,38,764	2,94,391	2,22,429	11,98,673	26,50,325	1,30,62,000
GRAND TOTALS	6,63,02,604	1,81,93,676	1,02,44,063	4,47,71,907	2,93,65,571	19,93,77,811

Expenditure on buildings includes Rs. 2,02,322 spent by the Public Works Department on educational buildings.
 "Miscellaneous" includes the following main items :—
 Scholarships, hostel charges and other contingent charges.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.									
GOVERNMENT INSTITUTIONS.									
	Govt. ment funds.	Board funds.	Muni- cipal funds.	Fees.	Other sources.	Totals.	Govt. ment funds.	Board funds.	Muni- cipal funds.
	1	2	3	4	5	6	7	8	9
	Ra.	Ra.	Ra.	Ra.	Ra.	Ra.	Ra.	Ra.	Ra.
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Arts Colleges	1,03,222	..	..	20,000	667	2,19,889	..	..	..
Professional Colleges—									
Medicine	45,396	..	..	400	..	16,786	..	..	..
Education	21,271	..	..	1,609	..	23,780	..	..	..
Intermediate Colleges									
Totals	2,69,870	..	..	27,000	667	2,98,455	..	..	..
SCHOOL EDUCATION.									
General.									
High Schools	6,31,510	..	..	1,02,526	2,021	7,37,057	6,095	12,441	20,827
Middle Schools—									
English	1,94,187	..	..	16,377	1,322	2,10,886	12,471	10,260	26,039
Vernacular	1,76,162	..	..	1,707	..	1,77,869	45,650	1,41,315	2,741
Primary Schools	3,47,314	240	..	1,071	81	3,49,706	22,80,774	9,17,751	17,18,257
Totals	13,51,773	240	..	1,20,691	1,424	14,73,518	23,51,001	9,46,445	19,06,438
Special.									
Medical Schools	70,825	..	..	..	410	77,262	3,457	12,008	131
Normal and Training	6,60,153	1,311	1,836	827	2,563	6,64,695	..	..	..
Technical and In-	3,253	..	..	..	..	3,253	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	..	..	..
Other Schools	15,394	..	..	..	..	15,394	..	..	..
Totals	7,55,570	1,311	1,836	827	3,003	7,65,552	3,429	12,003	131
GRAND TOTALS FOR FEMALES.	23,06,022	1,551	1,830	1,40,417	8,009	23,27,625	23,55,330	9,50,443	19,06,569
GRAND TOTALS FOR Males.	2,23,29,131	95,000	63,216	57,76,109	6,50,889	2,91,26,020	2,74,14,745	87,77,919	50,20,500
GRAND TOTALS FOR ALL.	2,51,05,753	97,117	65,052	69,27,010	6,07,057	3,19,53,593	2,97,70,075	97,37,361	75,35,829

GRAND TOTALS FOR FEMALES. 4,02,70,402
 GRAND TOTALS FOR Males. 6,15,40,701
 GRAND TOTALS FOR ALL. 10,18,11,103

III-B.—Expenditure on Education for Females—cont'd.

40

	AIDED INSTITUTIONS.					RECOGNIZED UNAIDED INSTITUTIONS.			
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Fees.	Other sources.	TOTALS.
UNIVERSITY AND INTER-MEDIATE EDUCATION.	13	14	15	16	17	18	19	20	21
Arts Colleges	64,201	..	..	41,925	1,29,027	2,19,053	4,280	6,530	10,810
Professional Colleges:	1,95,100	..	..	..	..	1,95,100	..	..	..
Medicine	30,570	..	..	4,717	..	54,018	..	..	..
Nursing	56,917	..	5,912	0,323	50,807	1,19,960	..	..	..
Intermediate Colleges	..	..	..	..	..	..	..	..	..
TOTALS	2,50,887	..	5,912	58,905	2,09,420	5,14,220	4,280	6,530	10,810
SCHOOL EDUCATION.									
General.									
High Schools	16,51,874	7,222	27,247	14,88,522	11,52,810	45,39,681	23,005	35,805	64,000
Middle Schools:									
English	6,21,768	10,114	25,487	4,87,410	7,14,414	18,59,132	2,118	30,271	32,411
Urdu	1,17,062	30,081	1,12,251	21,281	5,73,874	8,01,137	..	6,004	6,004
Primary Schools	12,40,502	5,37,321	2,72,437	2,85,143	14,16,847	27,97,510	18,176	1,21,303	1,43,279
TOTALS	35,77,830	5,93,738	4,37,432	22,43,704	34,10,084	1,01,97,104	40,000	1,07,005	2,47,194
Special.									
Medical Schools	50,820	2,310	605	12,571	31,814	97,320	..	..	..
Normal and Training Schools	4,01,758	36	8,235	30,691	2,35,895	7,76,525	304	5,087	5,451
Technical and Industrial Schools	60,073	3,778	600	0,804	1,89,231	3,54,306	24	10,867	10,891
Commercial Schools	8,871	..	..	10,810	1,070	26,767	..	..	..
Agricultural Schools	11,693	..	..	..	840	1,200	..	..	..
Schools for Adults	..	..	..	4,793	25,833	46,700	614	431	1,015
Other Schools	28,160	1,500	2,170	13,240	60,223	1,14,007	..	815	815
TOTALS	6,61,415	7,345	13,202	84,720	6,52,654	12,22,384	1,032	17,170	18,202
GRAND TOTALS FOR FEEMALES.	61,22,060	6,01,083	4,56,636	24,02,449	43,80,901	1,22,61,098	58,411	2,20,705	2,78,206
GRAND TOTALS FOR MALES.	2,00,24,850	50,95,504	13,70,042	2,47,71,008	1,48,32,417	6,66,10,391	51,87,005	29,90,622	84,21,617
GRAND TOTALS FOR ALL.	2,10,47,825	56,96,587	18,27,278	2,71,71,418	1,92,14,381	7,88,60,489	56,43,100	29,97,417	87,00,823

III-B.—Expenditure on Education for Females—*concl'd.*

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	7,04,845	7,002	8,020	..	..	7,19,872
Buildings, etc.	11,74,634	78,707	81,499	1,29,216	13,03,232	27,45,088
Miscellaneous'	10,20,994	89,787	59,068	17,50,732	17,52,611	46,11,761
TOTALS	29,08,363	1,44,470	1,50,103	18,53,018	30,55,813	60,76,823
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	2,63,423	..	..	75,203	1,35,124	4,73,752
Professional Colleges—	1,25,100	..	..	..	..	1,25,100
Medicine	75,065	..	..	8,147	18,622	99,834
Education	78,188	..	5,012	10,832	59,807	1,54,789
Intermediate Colleges . . . . .	..	..	..	..	..	..
TOTALS	5,42,766	..	5,012	91,181	2,13,623	8,53,453
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	22,02,370	10,663	46,071	16,23,201	11,93,048	60,86,965
Middle Schools—	8,23,866	10,114	51,408	4,70,150	7,78,473	21,45,909
English	8,76,483	55,331	2,63,246	38,757	2,60,734	9,93,001
Vernacular	38,74,482	14,55,315	19,90,764	3,28,094	15,89,100	67,30,654
Primary Schools . . . . .	..	..	..	..	..	..
TOTALS	72,80,710	15,40,423	23,43,870	24,69,102	38,10,014	1,74,63,110
<i>Special.</i>						
Medical Schools	1,27,454	2,310	805	12,571	32,251	1,75,191
Normal and Training Schools	10,65,268	14,315	10,202	31,814	5,44,878	15,68,507
Technical and Industrial Schools	63,531	3,778	400	6,828	1,09,118	2,73,453
Commercial Schools	8,871	..	..	10,810	1,070	26,757
Agricultural Schools	300	..	..	..	..	..
Schools for Adults	14,865	21	1,882	5,330	840	1,203
Other Schools	49,493	1,200	2,170	13,240	25,970	47,877
TOTALS	13,23,442	21,854	16,250	66,611	6,74,618	20,21,594
GRAND TOTALS FOR FEMALES.	1,20,55,231	17,06,553	24,94,234	44,04,845	76,61,009	2,84,15,011
GRAND TOTALS FOR MALES	70,65,02,504	1,51,93,670	1,02,44,083	4,47,71,007	2,93,65,371	10,93,77,621
GRAND TOTALS FOR ALL	10,86,57,786	1,69,00,223	1,27, 88,297	4,82,66,762	3,70,26,400	22,77,93,532

IV-B.—Race or Creed of Scholars in Institutions for the General Education of Females.

Race or Creed.		Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muslims.	Buddhists.	Parsees.	Sikhs.	Others.	TOTAL.
		1	2	3	4	5	6	7	8	9
TOTAL POPULATION *		96,171	1,374,420	80,287,707	28,368,886	5,824,085	42,831	1,020,893	3,162,710	120,197,707
School Education.										
Primary	Class I	7,604	26,613	384,074	228,401	25,810	1,395	6,811	3,131	653,585
	II	3,167	11,514	16,817	36,630	14,273	607	1,954	328	105,150
	III	2,671	8,474	61,437	16,487	3,090	642	1,567	633	94,377
	IV	2,232	7,031	34,470	6,721	3,732	633	1,065	400	57,794
Middle	V	1,935	6,454	18,320	2,776	942	671	719	234	30,950
	VI	1,740	2,853	8,015	860	628	646	207	183	16,970
	VII	1,471	2,351	4,250	477	428	450	108	101	10,170
	VIII	1,087	1,863	1,804	178	83	336	67	67	5,605
High	IX	623	600	648	68	74	209	29	30	2,079
	X	534	646	717	47	62	137	16	22	2,073
	..	193	377	503	5	2	82	1	12	1,233
	..	4	45	142	4	..	55	..	6	250
TOTALS		23,177	62,251	500,905	280,754	45,880	6,542	12,563	5,672	(a) 1,047,744
University and Intermediate Education.										
Intermediate classes	1st year	31	124	140	14	..	3	3	1	325
	2nd year	29	97	102	5	..	2	3	1	259
Degree classes	3rd year	11	65	67	4	..	..	5	..	142
	4th year	14	53	50	3	..	..	1	..	120
Post-graduate classes	5th year	..	..	..	..	..	..	..	..	..
	6th year	..	..	3	..	..	..	..	..	3
Research Students	7th year	..	..	3	..	..	..	..	..	3

TOTALS		85	339	373	20	..	5	12	2	(b) 842
No. of scholars in recognised institutions.		23,262	60,580	591,278	280,780	46,880	6,547	12,575	5,674	1,048,586
No. of scholars in unrecognised institutions.		..	1,034	14,308	38,327	1,778	33	1,484	175	57,139
GRAND TOTALS		23,262	70,614	605,586	329,107	50,658	6,580	14,059	5,849	1,105,725

* Vide footnote on previous page.

(a) Includes 10 female scholars (excluded from table IV-A) residing in institutions for males.

(b) Excludes 71,23 and 295 scholars residing in school stages in colleges in the United Provinces, the Punjab and Bangalore respectively.

V-A.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males.

	Porto Rico and An- to- ni- o- dis	Indian Caste- dians	Hindu,	Moham- medans.	Chri- stian.	Parsi	Sikh.	Other.	TOTAL
	1	2	3	4	5	6	7	8	9
<i>Schools</i>									
Art Schools	19	124	1,424	235	1	24	9	22	1,873
Law Schools . . . . .	..	..	143	21	..	..	..	..	164
Medical Schools	48	410	8,560	878	61	3	125	8	9,103
Normal and Training Schools	3	2,845	18,120	3,204	1,173	..	270	149	23,855
Engineering and Surveying Schools	50	14	1,738	108	70	..	51	22	1,974
Technical and Industrial Schools	444	2,364	9,797	4,679	169	123	279	157	17,605
Commercial Schools	419	431	9,322	443	427	232	29	45	11,489
Agricultural Schools	3	87	317	33	..	..	..	..	413
Reformatory Schools	5	23	850	74	57	..	2	5	1,014
Schools for Defectives	10	209	380	61	13	7	2	3	707
Schools for Adults . . . . .	..	976	57,818	24,074	363	2	6,675	419	121,729
Other Schools	70	278	24,324	24,405	10,267	115	16	27	103,215
(TOTALS)	1,124	7,553	126,618	121,045	12,175	674	7,422	832	277,544
<i>Colleges</i>									
Law	11	64	6,727	1,144	21	43	75	10	8,191
Medicine	53	258	2,743	295	21	102	109	9	3,632
Education	24	65	744	219	4	3	29	4	1,041
Engineering	107	41	1,534	183	12	21	127	1	2,023
Agriculture	2	24	252	97	23	10	71	29	441
Commerce	11	31	1,315	73	3	70	4	..	1,507
Forestry	6	7	71	17	6	..	7	2	119
Veterinary Science	1	15	161	70	..	..	16	..	272
(TOTALS)	219	475	12,225	2,745	123	355	429	95	17,573
GRAND TOTALS	1,343	8,028	140,343	123,790	12,298	829	7,851	1,027	295,117

(a) 36 scholars of one Oriental College in Assam which have been shown against "Arts and Science" in VI-A are shown against "Education" in this table.

V.B.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females.

	Europe- ans and Anglo- Indians.	Indian Chris- tians	Hindus.	Moham- madans.	Bud- dhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
<i>Schools.</i>									
Medical Schools	17	189	48	9	1	2	10	..	270
Normal and Training Schools	269	2,184	1,356	283	339	17	30	12	4,490
Technical and Industrial Schools	61	2,306	724	110	16	..	..	26	3,243
Commercial Schools	262	..	..	..	..	..	..	4	266
Agricultural Schools . . . . .	..	40	..	..	..	..	..	..	40
Schools for Adults . . . . .	..	2	713	70	8	121	..	29	937
Other Schools	210	391	903	436	2	108	..	1	2,101
TOTALS	810	5,106	3,744	958	361	246	40	71	11,347
<i>Colleges.</i>									
Medicine	15	11	24	6	..	1	4	..	61
Education	61	37	21	..	..	1	..	..	120
TOTALS	76	48	45	6	..	2	4	..	181
GRAND TOTALS	885	5,154	3,789	964	361	250	44	71	11,528

VI.—Teachers (Men and Women).

	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total untrained teachers.	Grand totals of Teachers.
	A Degree	Passed Matric. or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
CLASSES OF INSTITUTIONS.												
Primary Schools.												
Government . . .	2	206	1,214	1,243	27	..	3	320	1,090	2,694	1,413	4,107
Local Board and Municipal.	4	1,023	42,731	38,553	213	60	369	6,857	35,647	82,624	42,530	125,154
Aided . . .	38	1,460	22,321	19,351	1,051	36	72	35,535	70,373	44,256	106,018	150,274
Unaided . . .	..	48	1,041	730	21	..	12	5,074	10,410	1,809	15,315	17,124
TOTALS . . .	44	2,748	67,327	59,106	1,412	96	453	47,796	117,420	131,467	163,774	295,241
Middle Schools.												
Government . . .	53	506	516	125	13	12	33	93	361	1,214	103	1,317
Local Board and Municipal.	275	937	12,433	912	140	22	90	733	3,771	14,099	4,622	18,721
Aided . . .	222	1,501	4,601	1,565	721	223	311	4,122	5,163	8,723	10,639	19,362
Unaided . . .	31	112	60	63	7	73	78	1,620	733	893	2,374	3,167
TOTALS . . .	580	3,076	18,235	2,685	871	310	508	7,168	10,052	25,435	16,035	41,470
High Schools.												
Government . . .	1,641	1,320	811	41	166	247	366	343	269	4,172	1,705	5,877
Local Board and Municipal.	760	963	271	78	306	89	166	181	271	2,365	1,037	3,402
Aided . . .	2,546	3,222	2,635	332	613	2,102	2,281	3,976	5,143	9,260	13,502	22,762
Unaided . . .	160	135	510	23	4	1,774	484	3,071	1,191	822	5,484	7,316
TOTALS . . .	5,068	5,650	4,127	465	1,079	4,172	3,331	7,611	7,674	16,020	22,819	38,839
GRAND TOTALS . . .	5,912	11,474	89,719	63,056	3,362	4,578	4,322	62,675	137,135	173,324	206,720	380,144

VII.—European Education.

European population	Male . 157,793			Percentage to European population of those at school.							
	Female . 92,262			Males. 16.97		Females. 20.87		Total. 20.62			
	TOTAL . 250,055										
	In- stitu- tions.	Scholar- on roll on March 31st.	Aver- age daily attend- ance.	Number of females in insti- tutions for males and vice versa.	TEACHERS.		EXPENDITURE FROM				Total expen- diture.
					Trained.	Un- trained.	Govt. funds.	Board funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11
Institutions for Males.											
Colleges . . .	5	150	135	..	33	19	1,16,654	..	1,01,102	1,10,535	3,28,291
Training Colleges . . .	1	19	10	..	2	..	15,787	..	..	..	15,787
High Schools . . .	71	10,561	14,815	957	541	363	11,03,030	6,281	10,15,521	7,57,627	28,82,471
Middle Schools . . .	40	4,161	3,678	1,223	202	121	2,31,774	4,010	1,73,422	2,17,535	6,28,760
Primary Schools . . .	50	3,061	2,520	927	103	40	68,775	11,364	70,109	80,083	2,60,300
Training Schools . . .	..	..	..	..	..	..	760	..	..	..	760
Technical and Industrial Schools . . .	2	117	101	..	2	5	6,480	..	1,050	7,503	16,139
Commercial Schools . . .	..	..	..	..	..	..	..	..	..	..	..
Other Schools . . .	..	..	..	..	..	..	8,421	..	..	..	8,421
TOTALS	160	24,065	21,177	3,113	688	568	15,74,690	21,667	13,61,300	11,82,353	41,40,019
Institutions for Females.											
Arts Colleges . . .	1	310	260	..	17	8	9,511	..	12,123	7,868	29,622
Training Colleges . . .	2	62	50	..	12	1	39,416	..	3,820	6,120	49,356
High Schools . . .	97	10,193	14,700	2,682	602	445	10,10,300	6,305	9,66,640	4,67,230	24,70,484
Middle Schools . . .	64	6,800	6,040	1,705	278	167	2,57,723	6,561	2,27,812	1,98,471	6,83,507
Primary Schools . . .	65	3,595	2,810	1,404	130	95	1,07,594	11,066	79,635	1,23,602	3,21,897
Training Schools . . .	12	278	242	36	35	13	56,260	3,037	17,903	30,241	1,16,141
Technical and Industrial Schools . . .	1	60	69	..	2	2	600	..	..	1,690	2,290
Commercial Schools . . .	5	174	131	..	7	7	7,531	..	11,068	785	20,324
Other Schools . . .	2	28	26	0	5	..	11,508	..	..	3,007	14,515
TOTALS	240	27,508	21,423	5,833	1,178	733	15,96,702	26,060	13,10,921	8,65,837	37,19,420
GRAND TOTALS FOR INSTITUTIONS.	418	51,573	46,600	—	2,060	1,321	30,81,392	48,630	26,81,230	20,48,190	78,50,448
Expenditure on Buildings includes Rs. 94,823 spent by the Public Works Department.					Inspection . . .	..	1,24,000	..	..	..	1,24,000
Miscellaneous "includes the following main items:— Hotel charges, scholar- ships and other contin- gent charges.					Buildings, etc. . .	..	7,66,709	..	2,06,607	8,04,580	17,71,055
					Miscellaneous . . .	..	9,68,676	2,772	22,09,070	16,46,457	47,47,884
					TOTALS		19,72,611	2,772	24,16,676	23,50,010	66,42,000
					GRAND TOTALS		40,53,003	51,408	50,97,906	43,98,236	1,45,01,453

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINERS.			NUMBER PASSED.			NUMBER OF EXAMINERS.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
DEGREE EXAMINATIONS.	1	2	3	4	5	6	7	8	9	10	11	12
<i>Arts and Sciences.</i>												
D. Litt. . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D. . . . .	..	10	10	..	5	5	..	..	..	..	..	..
D. Sc. . . . .	..	2	2	..	2	2	..	..	..	..	..	..
M. A.	1,029	384	1,413	760	187	947	21	6	27	12	5	17
M. Sc.	349	17	366	259	6	265	..	..	..	..	..	..
B. A. (Honours) .	1,358	159	1,517	853	88	941	57	4	61	51	2	53
B. Sc. (Honours) .	386	57	443	219	32	251	..	..	..	..	..	..
B. A. (Pass) . .	5,516	2,527	8,043	2,895	1,058	3,953	132	63	195	68	41	129
B. Sc. (Pass) . .	1,870	268	2,137	1,070	125	1,195	12	1	13	9	1	10
<i>Law.</i>												
Master of Law . .	2	29	31	..	8	8	..	..	..	..	..	..
Bachelor of Law .	4,144	128	4,272	2,308	89	2,397	1	..	1	1	..	1
<i>Medicine.</i>												
M. D.	8	3	11	3	1	4	..	..	..	..	..	..
M. B., B. S. . .	1,468	..	1,468	482	..	482	61	..	61	16	..	16
L. M. S.	15	..	15	11	..	11	..	..	..	..	..	..
M. C. P. & S. (Bombay)	8	..	8	2	..	2	..	..	..	..	..	..
M. S. F. M. (Calcutta)	10	..	10	2	..	2	..	..	..	..	..	..
M. S.	12	..	12	9	..	9	..	..	..	..	..	..
M. Obstetrics . .	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	8	..	8	2	..	2	..	..	..	..	..	..
D. P. H.	8	..	8	8	..	8	..	..	..	..	..	..
B. Sc. (Sanitary) .	4	..	4	2	..	2	..	..	..	..	..	..
D. T. M. (Calcutta) .	8	27	35	6	14	20	..	2	2	..	2	2
<i>Engineering.</i>												
Bachelor of C. E. .	213	(a) 2	220	152	..	152	..	..	..	..	..	..
Bachelor of M. E. .	74	..	74	54	..	54	..	..	..	..	..	..
<i>Education.</i>												
B. E., B. T. & L. T. .	522	212	734	409	87	496	51	21	72	40	14	54
<i>Commerces.</i>												
Bachelor of Commerce	224	98	322	123	28	151	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture	..	1	1	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture.	39	..	39	32	..	32	..	..	..	..	..	..

* (a) appearing from a recognised institution
(a) appeared for Master of C. E. examination in Bombay

VIII.—Examination Results—contd.

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.			NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts	10,278	4,599	14,877	4,845	2,169	7,014	301	139	440	225	87	312
Intermediate in Sciences.	7,710	698	8,408	3,988	251	4,239	98	11	109	62	6	68
Diploma of Civil Engineering	83	..	83	65	..	65	..	..	..	..	..	..
Diploma or Certificate in Teaching	1,259	77	1,336	937	44	981	202	5	207	150	4	154
Intermediate of Diploma in Commerce.	470	16	486	253	9	262	..	..	..	..	..	..
Diploma of Agriculture	100	..	100	78	..	78	..	..	..	..	..	..
Veterinary Examinations.	117	1	118	89	..	89	..	..	..	..	..	..
SCHOOL EXAMINATIONS.												
(a) On completion of High School course.												
Matriculation . . .	35,486	2,693	38,179	20,151	1,051	21,202	532	165	697	301	83	387
School Final, etc.	25,389	2,796	28,185	19,232	1,180	20,412	625	61	677	500	18	518
European High School	233	10	243	170	3	173	248	4	252	183	1	184
Cambridge School	892	95	987	457	240	697	356	11	367	135	2	137
Vernacular High (in Burma).	202	478	680	87	139	226	44	55	99	24	7	31
(b) On completion of Middle School course.												
Bridge Junior	620	2	622	364	1	365	397	..	397	226	..	226
Upper Middle	501	..	501	284	..	284	615	1	616	386	..	386
Co-Vernacular	61,573	266	61,839	46,786	60	46,846	2,545	30	2,575	1,647	16	1,663
Lower Middle	84,283	5,585	89,868	50,785	1,988	52,773	2,554	606	3,160	1,568	279	1,847
(c) On completion of Primary course.												
Upper Primary	191,037	823	191,860	141,923	124	142,047	12,298	133	12,431	9,327	85	9,412
Lower Primary	308,824	372	309,196	209,520	317	209,837	42,639	102	42,741	31,900	70	31,970
(d) On completion of Vocational course.												
For teacher's certificates—												
Vernacular, Higher	4,835	846	5,681	3,279	370	3,649	1,589	80	1,669	1,085	45	1,130
Vernacular, Lower	9,243	2,701	12,144	5,886	1,145	7,031	603	34	737	393	18	411
Art Schools	1,133	59	1,192	649	22	671	37	..	37	8	..	8
Law Schools	42	..	42	40	..	40	..	..	..	..	..	..
Medical Schools	1,457	200	1,657	821	193	954	..	6	..	..	..	..
Engineering Schools	741	312	1,053	587	135	722	..	..	..	..	..	..
Technical and Industrial Schools	1,705	1,037	2,742	1,408	679	2,087	113	209	322	101	132	233
Commercial Schools	2,422	5,004	7,426	1,985	1,816	3,801	65	46	111	17	9	26
Artisanal Schools	122	..	122	104	..	104	..	..	..	..	..	..
Other Schools	4,808	266	5,074	2,937	171	3,108	17	..	17	10	..	10

* i.e., appearing from a recognised institution.

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